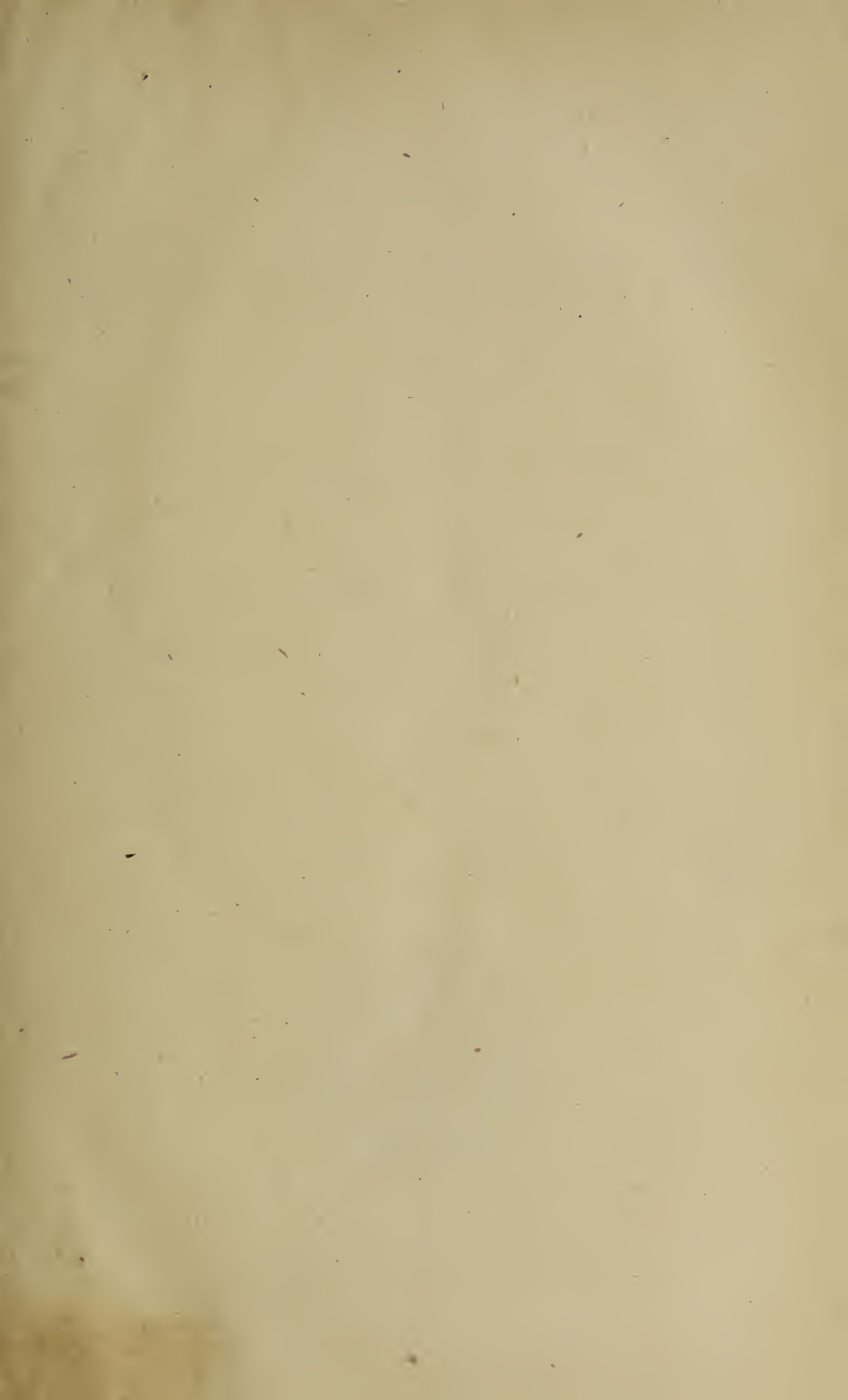


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DOCUMENTS
OF THE
ASSEMBLY

OF THE
STATE OF NEW YORK,
ONE HUNDRED AND SEVENTEENTH SESSION.

1894.

VOLUME VI—No. 42.



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STATE OF NEW YORK.

DEPARTMENT
OF
PUBLIC INSTRUCTION.

FORTIETH ANNUAL REPORT
OF THE
STATE SUPERINTENDENT

For the School Year Ending July 25, 1893.

TRANSMITTED TO THE LEGISLATURE JANUARY 2, 1894.

ALBANY:
JAMES B. LYON, STATE PRINTER.
1894.

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STATE OF NEW YORK.

No. 42.

IN ASSEMBLY,

JANUARY 2, 1894.

FORTIETH ANNUAL REPORT

OF THE

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, }
ALBANY, *January 2, 1894.* }

Hon. GEORGE R. MALBY,

Speaker of the Assembly:

SIR.—I herewith transmit to the Legislature the fortieth annual report of the State Superintendent of Public Instruction, and the exhibits accompanying the same.

Yours very respectfully,

JAMES F. CROOKER,

State Superintendent.

STATE OF NEW YORK.

DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, }
ALBANY, *January 2, 1894.* }

To the Legislature :

In conformity to the requirements of chapter 555 of the Laws of 1864, I have the honor to transmit information touching the operations of the public schools of the State for the period commencing July 26, 1892, and ending July 25, 1893, together with such comments thereupon as seem advisable, constituting the fortieth annual report of this Department and the second presented by the present Superintendent.

Documents and full detailed information will be found in the accompanying exhibits, beginning on page 69.

Most respectfully,

JAMES F. CROOKER,

State Superintendent of Public Instruction.

STATE OF NEW YORK.

DEPARTMENT OF PUBLIC INSTRUCTION.
CAPITOL, ALBANY.

DEPARTMENT REGISTER,

1893-94.

STATE SUPERINTENDENT,
JAMES F. CROOKER.

DEPUTY STATE SUPERINTENDENT.
JARED SANDFORD.

OFFICE STAFF.

CHARLES R. SKINNER,

Supervisor of teachers' institutes and training classes.

EDWIN M. HOLBROOK	<i>Law clerk.</i>
GEORGE B. WEAVER.....	<i>Statistical clerk.</i>
MYRON A. COONEY.....	<i>Financial clerk.</i>
THOMAS E. FINNEGAN	<i>Examination clerk.</i>
A. R. MACDONALD	<i>Stenographer.</i>
FLORENCE BROWNING HIMES.....	<i>Stenographer.</i>
EUGENIE M. CROOKER.....	<i>Confidential clerk, Supt.</i>
THOMAS O'NEIL	<i>Conf'd'l inspector sch. b'ld'gs.</i>
THOS. FARLEY.....	<i>Messenger.</i>
AARON J. OLIVER	<i>Porter.</i>

REPORT.

STATISTICAL REVIEW.

School Districts.

The number of school districts in the State is gradually diminishing each succeeding year. For the year which this report covers, from July 26, 1892, to July 25, 1893, there were 11,161 districts reported by school officers to this Department, while for the preceding year the number reported was 11,180, being a decrease for the year of nineteen. Reference to my annual report for 1891-92 will show that there was a decrease for that year of sixteen, making a loss of thirty-five during the two years named. Carrying this comparison back one decade shows that at the present time there are seventy-eight districts less than there were ten years ago. In one sense this shrinkage in number is favorable to school interests. Consolidation of weak and small districts, or their annexation to wealthier and more prosperous ones, where that can be done without thereby making the distance to be traveled by children residing in such districts so unreasonably great as to cause it a hardship for them to reach the schools, is advisable. In fact, it is the policy of the Department to recommend the union of financially weak districts and small schools, or the consolidation of such districts with stronger ones whenever it can be done without placing school privileges beyond reasonable walking limits of the majority concerned. It is better for children to go a little farther to reach a large and prosperous school than to spend their time in small schools, where as a rule poorly paid teachers are employed, and as a consequence unprofitable work is done. With a less number of districts fewer teachers are needed, and better wages

could be paid ; and with larger salaries a better grade of teachers can be secured, for the reason that the quality and efficiency of employes in all vocations are measured by the wages paid.

But there is another side to this question which should receive due consideration. There are many small and financially weak districts outside of cities and villages that do not receive all the State aid to which they are rightly entitled, and, should they be abolished, would deprive many families of school privileges on account of their remoteness from other schools. Through the management and apportionment of the public school funds by the unfortunate dual system now in vogue, there is a large portion of the funds kept from these districts, in which they should participate, but which goes into the treasuries of cities, villages and the wealthier districts. This not only gives the strong schools an unfair advantage over the weak ones, but fosters and encourages a plan that is pernicious in its influences. By this plan the total amount of the school moneys for the general apportionment is diminished by many thousands of dollars, whereas it should be left intact and shared by all alike through a common pro rata apportionment. The richer districts, those well able to support themselves, are being favored yearly at the expense of the weaker ones. This plan is unfair, and not congruous with the spirit of the free school law, and it should be no longer tolerated.

The school fund, the greater part of which is raised by an equal tax rate on all taxable property throughout the State, should not be encroached upon by setting aside any portion of it, not a single dollar even, for the purpose of fostering special privileges. Could the large sum that is yearly taken from the total school fund, from which all the schools are entitled to a pro rata share, remain a part of the total of the general amount apportioned, instead of being withdrawn therefrom for the questionable plan of using it in paying premiums to a number of the larger and wealthier districts for special purposes, together with the extra

cost of supporting the plan, it would help materially in the support of that large class of country district schools that is most in need of public aid. It is certain that the weak and impoverished districts need more public help than those able to take care of themselves, and it cannot be denied that they are entitled to equal rights with the others.

School Buildings.

Improvement in school buildings is keeping pace with other advanced steps toward a more perfect system. Much attention of late has been given to the construction of new buildings to provide for comfort, convenience and architectural beauty. Plans are sought after and adopted that provide for good light, proper ventilation and perfect heating systems. It is the aim to make the schools cheerful and as attractive as possible and to protect the health of the occupants. The modern schoolhouse of the present period bears a striking contrast to the one of former years. There is a strong rivalry between cities and villages to have the best school buildings. In country districts the same spirit is causing the rude and unsightly buildings to disappear gradually, and neat, comfortable ones to take their places. In some of the impecunious country districts a few rude specimens as relics of former days remain, from which to draw comparisons of the progress that has been made in school building architecture.

The few log houses remaining in some sections of the country are being supplanted by frame ones, and in the cities and villages fine brick structures are taking the places of wooden ones. From the last reports it appears that there are 12,015 public school buildings in the State. Of this number 617 are in the cities, of which 561 are brick, forty-nine frame, and seven constructed of stone. In the towns, outside of cities, there is a total of 11,398, composed as follows: 1,002 brick, 10,047 frame, 315 stone and thirty-four log buildings. The last report gave forty-one log houses, a decrease of seven in the country districts,

while there was an increase of twenty-three brick and four of stone. In the cities there was a decrease in the number of frame buildings of seven, and an increase of eight built of brick and one of stone.

The improvement in the character of school accommodations and the increase in capacity is more marked in the cities than elsewhere, and the increasing demand for still greater capacity plainly shows the growth of population therein and the tendency of aggregation toward such centers. The anxiety of many parents is so strong to furnish their children with a good education that many of them give up their country homes and move to the cities and larger towns for the purpose. If the country districts were made better by giving to them the benefits of all the public school funds to which they are rightfully entitled, some of which is withheld or diverted for purposes not in pursuance of the spirit of the free school law, many, no doubt, would remain in the country through choice.

Besides, with this tendency towards depopulating the rural districts, there is less hope for the better development of our agricultural interests. If the best blood, bone and sinew of the country are compelled to move to cities and villages in order to furnish their children with the opportunities of a good common school education because those privileges are not offered them in their present homes, there must be a fault in the system somewhere or a neglect to properly adjust it. If the large sums of the public State moneys that are now unfairly apportioned to city and village schools to assist the few in obtaining higher education which is beyond the reach of the masses, a portion of which properly belongs to the country districts, could be shared by them, a better grade of teachers at fair salaries could be obtained, and then agriculturists and others living in the country would not be so often tempted to forsake their farms and other places of business for city life. Give the country schools a fair chance, proportionately with those of the cities,

and agricultural as well as educational interests will be benefited thereby.

This can be done by helping the weaker instead of the stronger, by spending on the country schools the money now being offered as premiums, for a certain line of work, to those schools in cities and villages that do not need it.

This may not be the proper place to discuss the question of unfairness toward the country districts and the practice of favoritism toward those in cities and towns which are wealthier, but whenever the subject comes to my mind I cannot refrain from directing public attention to the fact that there is an injustice being done which ought to be corrected by legislative enactments. Of the 12,015 public schools in the State, 11,398, or over 90 per cent., are outside of the cities. In the latter, three-fifths of the teachers are employed, and nearly one-half of the children in attendance registered.

During the past year there was expended for houses and sites, furniture and repairs, the sum of \$4,061,092.98, of which \$2,688,966.92 were expended in the cities and \$1,372,126.06 in the country districts. The total estimated valuation of school property, which includes buildings, sites, apparatus and furniture, for the State is \$49,913,605; for cities, \$34,131,958, and for towns, \$15,781,647. The average valuation of the property in city districts is \$55,319.21, and that for country districts is \$1,384.59. The increase in total valuation during the last decade for city schools has been from \$20,375,152 to \$34,131,958, while that for country districts is from \$11,562,799 to \$15,781,647. The foregoing exhibit of the material growth of our public school system is gratifying and shows wonderful progress, but there are still greater opportunities for further development to keep abreast of the rapid advance in other activities of this age of worldly achievements.

School Population.

The whole number of persons between the ages of 5 and 21 reported for this year was 1,166,794 for the cities and 725,594 for the districts outside of the cities, making a total for the State of 1,892,388. These figures show an increase over last year's report of 46,869. Comparing the above numbers with like ones for last year, it is discovered that there was an increase of school population connected with public schools of cities of 54,498, while there was a decrease of 7,629 in connection with the country schools. The whole number registered as having been in attendance during some portion of the year in the city schools was 550,634, and for the country schools 532,594, making a total for the State of 1,083,228. Reference to records for the past ten years shows that there has been an increased attendance on the city schools of 123,806, while for the country districts for the same period there has been a decreased attendance of 40,635, an average yearly increase at the former of 12,380, with an average yearly decrease of 4,063 at the latter. This shrinkage in attendance at the country schools, no doubt, is caused in large degree by the diversion of a part of the public school moneys for the promotion of the questionable scheme of using large sums for paying premiums on certain acquirements in scholarship, so called, at various institutions which would confer better degrees without this annual subsidy.

The cities, with a school population exceeding that of the country and village districts by 441,200, only exceed the country and village schools in attendance by 18,040. Of the 1,166,794 children of school age of the cities, only a little more than forty-seven per cent were in attendance, while of the 725,594 children enumerated outside of cities, over seventy-four per cent were registered as having attended school some por-

tion of the year. This indicates a more general appreciation of school privileges of residents in the rural districts than in the cities, and a disposition to avail themselves of the limited opportunities they have. Here again is evidence to sustain the argument that the rural schools should be carefully nurtured and protected by the State, to the end that no part of the funds to which they are entitled should be perverted from its legitimate course to find its way into the treasury of institutions and other schools which are well able to support themselves on the basis of equal rights with all others. The country schools should receive our tenderest care and hearty support. On the common district school, that little red house on the hill, in the valley, or by the wayside, depends, to a very considerable extent, the welfare of the State. There the great masses of our future citizens of sterling and honest principles of manhood receive their inceptive training. From such schools come many of the men who determine at the ballot box what kind of government we shall have; some of the most prominent and distinguished citizens who make and execute our laws. It is there that many of the most successful business men, those who in after life sway large business enterprises, receive their first training. Therefore these schools should not be overlooked or weakened by neglect, or through schemes of favoritism to others. If we look at this question from the right standpoint, we must be convinced that the elementary school, not the stately college, is the chief nursery of citizens, and is entitled to the greater share of public support. From the elementary schools, in city and country, we get not only the brawn and sinew, but also the majority of brains and enterprise that make the most valuable element of citizenship. The list is long and embraces many,

if not a majority, of the most distinguished citizens of the nation, whose school training in boyhood began, and in many cases ended, with the elementary schools. The common district school is the starting point, the foundation stone of the future structure, and it ought to be nurtured and protected with especial care by the State. It is at the common schools, where the elementary English branches only are taught, that over ninety per cent of the youth of our land obtain all the school training they get, as they are compelled by force of circumstances to leave school at an early age. They should accordingly receive special attention. Nearly half the school population is in attendance in the country and village districts. Is it not then important for us to give the country districts more attention than they have been receiving in the past? The country district schools are the weaklings of our system, and need the fostering care and protection of the State.

The necessity of giving our common district schools more attention, more liberal support, and of aiming to furnish the masses with a more thorough knowledge of the common English branches, is more fully treated in another chapter under the head, "Common Schools."

School Term.

The Legislature of 1893, upon the recommendation of the Superintendent, changed the law governing the legal school term and fixed it at 160 days, at least. Each school must be in session for that period in order to entitle the district to participate in the annual apportionment of the public money. As it now is, each district must sustain school, and employ teachers properly licensed, for at least 160 days, inclusive of all legal holidays occurring during the school term, but exclusive of Saturdays, instead of thirty-two weeks, of five days each, as before. This change of law has corrected the custom of holding school on Saturdays to make up for

loss of other days on which school was closed, and it simplifies the records and removes opportunities for abuses that existed heretofore. Pupils, as well as teachers, need one day in each week for recreation and to attend to affairs not connected with school work. The average length of the school term for the year in country districts was 35.3 weeks, while for the cities it was 36.7 weeks. It is a deplorable fact that many of the country districts manage to have school in session the least number of days possible which by law will entitle them to participate in the public funds. Besides, the lowest priced teacher to be found, regardless of ability, is employed, so that in many cases local taxation for school purposes is very light if not avoided altogether.

There may be some districts where poverty might be an excuse for such practices, but many of them are inexcusable on such a plea. In school matters, in providing opportunities for the education of our children, parsimony in furnishing good and comfortable school buildings is not economy, and stint in the payment of wages to secure efficient teachers is not frugality.

In some of the cities the term is forty weeks, and when we stop to consider the very limited time that a vast majority have to spend in the school-room we must decide that a term of forty weeks is not too long for a great majority of schools.

Teaching Corps.

There were 32,476 different teachers employed during the year for longer or shorter periods, 5,068 of whom were males and 27,408 females. The number employed at the same time, or whose length of service either separate or combined, was equal to thirty-two weeks or more for one teacher, was 25,414, of which 9,812 were in city schools and the balance, 15,602, in schools outside of cities.

The legal minimum length of the term that school must be kept to entitle the district to draw public money is 160 days,

including in the count all the general holidays that occur during the term school is in session. Compliance with the law in this respect entitles a district to an apportionment of \$100 for each duly licensed teacher so employed, and which is denominated the "district quota." The total amount apportioned on this basis for 1894 is \$2,541,400. Of the whole number, 32,476, employed for any portion of the year, 3,037 were normal school graduates, 899 held State certificates, and the remainder, 28,540, embraces those holding college graduates' diplomas, commissioners' certificates, and those licensed by local authorities not directly under the jurisdiction of the Department of Public Instruction for licensing. The number employed during the year holding normal school diplomas exceeded the number of this class for the preceding year by 343, and the number holding State certificates was thirty more than for any previous year. Normal school diplomas, college graduates' diplomas and State certificates license the holders for life unless they are canceled or revoked for cause upon sufficient evidence. It is certain that the teaching force of the State is being strengthened and improved each year by acquisition to its ranks of additional numbers of trained teachers from the normal schools and through the influence which the uniform examination system is exerting by constant and continued effort of the Superintendent and commissioners to raise the standard of qualifications throughout the State.

The teachers' institutes are valuable in this direction, and, in my opinion, are accomplishing the purpose for which they were established. They are a great help in the effort to raise the standard of qualifications, and are the means of guiding and encouraging young teachers in a professional way to become more useful and proficient in their work. It is

the aim of the Department to employ the ablest persons to conduct the classes at institutes and to provide them with the very best assistance in every way.

Only those whose records, as educators, place them in the foremost ranks as successful teachers are employed. Men and women of ripe scholarship, extensive experience, and marked natural ability—those who have made the science of education and the art of teaching a life study—those who are familiar with all grades of school work, and have investigated and compared systems and plans to find the most improved, have prepared themselves to ably present and illustrate them, and to teach others to apply them to school-room work.

From personal observation by frequent visits to institutes in different parts of the State, and from the many favorable opinions concerning the benefits derived from the exercises and instruction given, that have reached me from teachers and others in attendance, I am firmly convinced that the institutes are of inestimable value to the State's educational interest. They furnish young teachers opportunities to compare notes, discuss methods and to obtain new ideas from experienced educators concerning their work which strengthens and inspires them for more efficient and valuable public service. Another valuable means of elevating and improving the grade of common school teachers is the system of training persons for that particular purpose in the numerous teachers' training classes. These classes are organized in most of the union free and high schools throughout the State, wherein the members receive training in methods and the art of teaching, for which the State makes a liberal appropriation to each school. By this plan the normal school system of training persons in a professional

way to become teachers is extended into every county in the State, and thereby many who are unable to attend the regular normal schools have opportunities for study and improvement that they would not otherwise have.

Considering the liberal provisions of the State in sustaining normal schools and numerous teachers' classes for persons to become skillful and efficient in the profession of teaching, the continued vigilance of licensing officers in the attempt to raise the standard of qualifications, and the sympathy and support that such efforts receive from the general public, there is good evidence that the standard of qualifications is being steadily advanced.

Teachers' Salaries.

The total amount paid for salaries of teachers in the public schools during the past year was \$11,883,094.94. This amount exceeds that of the previous year by \$262,028.21. To teachers employed in city schools \$7,146,693.05 were paid, an increase in the total amount of \$98,280.23. The teachers employed in country districts received \$4,736,401.89, which sum was \$163,747.98 greater than was paid them the previous year. The average yearly salary paid to each teacher employed in city schools was \$728.36, being \$12.40 less than the average each received the previous year, while that for teachers employed in the country schools was \$303.57, an increase over the previous year of \$6.05 on the average to each. This very moderate increase is slightly encouraging to the country teacher, whose duties and responsibilities often are greater than those employed in the city schools. The ungraded district schools in the country, in which there are nearly as many grades of scholarship as there are pupils, and where each patron assumes to know better than the teacher how to "run the school," and what subjects each pupil should study, are

much more difficult to manage, and require teachers of greater skill, energy and force of character to conduct them properly and profitably than do the graded schools of the city systems, where each teacher has one or two grades, only, and is guided by rules and regulations adopted and enforced by an intelligent and reasonable board of education. It is in the country district where the mental and physical strength of the teacher is heavily taxed and strained to secure good results, and where the most meagre and in many cases shamefully paltry wages are paid for services. The deplorable practice of parsimony in teachers' wages on the part of trustees is the chief reason for the lack of interest in education, and the cause of failure to have good, profitable schools in many country districts. The character of the school depends on the efficiency of the teacher, and the quality of the teacher employed generally corresponds to the amount of salary offered for services.

Through the employment of incompetent teachers a great wrong is done not only to the children, but to the public generally. There is not only a waste of public funds, but a sacrifice of valuable time which properly belongs to the youth of our land in which to be prepared and trained to become intelligent and useful citizens.

The period for this purpose is necessarily limited and none of it should be wasted. It should be remembered that parsimony in furnishing the youth of our land with educational facilities is dangerous economy and that stint in teachers' wages is foolish frugality. The custom which prevails in many sections of the State of offering low wages to teachers and trying to run the schools on the school money received from the State, and thus avoid local taxation, is the plan of many districts whose property valuation does not justify such stint in the support of public education.

There are but few districts in the State whose poverty is any excuse for not paying fair salaries and of having good schools, with the help they receive from the State through the annual apportionment. It is not unreasonable to expect the weakest district to raise by local taxation an amount equal at least to that apportioned by the State for the support of its school, and then better teachers could be employed and better results obtained. Efficient teachers cannot be secured at starvation wages. The average weekly salary of those employed in the country schools, which includes union schools and village schools was only eight dollars and sixty cents. There are very few districts, if any, whose real poverty in taxable property entitles them to be excused from paying such small salaries, yet the fact which is still more deplorable is that there are many which employ young, inexperienced persons at much smaller salaries, in some cases at three to four dollars per week and board themselves, thus sustaining almost worthless schools, with the single idea of making the public money support them and avoid local taxation, regardless of the consequences. There are comparatively few, if any, districts whose assessable valuation is so small that a tax of one-half of one per cent would not provide a sufficient sum, in addition to the public money each receives, to enable them to pay the necessary wages to secure the services of efficient and valuable teachers, and thus sustain good and profitable schools.

Districts unable or unwilling to do this should be annulled, and the territory either consolidated into stronger ones or annexed to other districts to make them financially strong enough to sustain prosperous and useful schools, and thus provide better advantages to the youth whose privileges at present are so scanty.

School Commissioners.

The election of commissioners occurs at the general State election every third year, and the term of office begins on

the first day of January, and continues for a period of three years. At the election in November last a majority of those elected were new and inexperienced in the duties of the office. As a consequence many places that have been ably filled by faithful and efficient officers, whose experience made them still more valuable, will be surrendered to those of less experience or none at all. Some of these changes seem to be unfortunate for the educational interests of the State, for a large number of the outgoing commissioners have served their constituency faithfully and with great profit to the schools within their jurisdiction. In fact the influence of their efforts to elevate the standard of qualifications of teachers, and to improve the conditions of the schools within the boundaries of their own districts was felt outside of their own, and encouraged better work in other sections. While there are many cases where changes have occurred for which the loss of an experienced and faithful commissioner gives rise to regrets, I believe there have been a few changes which will prove to be a public blessing. In the selection of persons to fill so many of these important offices, it is not strange that a few worthless ones should be chosen. I believe the newly elected, untried commissioners, are possessed of the scholarship and natural business ability to fit them for the duties of their office, and that, with the acquisition from experience which follows earnest application, they will discharge them with honor and credit to themselves and profit to the public. The office of school commissioner is a public trust which carries with it more inviolable duties and greater responsibilities than are generally conceded to it. By inconsiderate persons it may be looked upon as a sinecure, and in possession of an inefficient or unfaithful person may be easily made such. From a lack of wisdom, the exercise of good judgment,

laxity of duty, or by a perversion of official privileges, much injury can be done by one holding this office to the schools under his charge and to the cause of education generally. The duties of a commissioner are numerous and onerous, if honestly performed, and when faithfully and fitly discharged must produce valuable results to the public. The licensing of over five-sixths of the entire teaching force of the State is virtually placed in the hands of the commissioners. This is the most sacred and important function of their office and, consequently, herein lies the greatest danger that may ensue from laxity of duty or perversion of privilege by the inefficient, indifferent or unfaithful. The commissioners, as it were, are the guardians of the entrance to the profession of teaching, to keep out incompetent, unworthy teachers, and thereby protect the youth from the malpractice of the illiterate, untrained and unskillful. This is the most important duty of all, and its far-reaching consequences demand of them more vigilance, care and conscientious discretion in the exercise of their powers than all others. That the work of training and molding the tender mind of youth should be given only to those whom nature and scholarly attainments have fitted for such service stands without contradiction. The main safeguard to prevent this work from falling into unworthy hands is the large corps of commissioners scattered over the State, to whom is intrusted the examining and licensing of teachers under the general directions of the Department. In my opinion the examining and licensing privilege of a commissioner carries with it more power to harm or to help public education than all others vested in him. The entrance to the ranks of the teaching profession ought to be guarded with great vigilance by all licensing authorities.

Another important duty along the line of the commis-

sioners' work is that of requiring decent, comfortable and healthful school buildings and proper appurtenances to be furnished by every district wherein school is maintained. The statute gives commissioners power over districts which neglect or refuse to furnish necessary and proper school buildings and out-houses, and the opportunities are numerous where their shabby, uncomfortable, unhealthy condition justifies an immediate exercise of this power. Competent teachers and good school accommodations are the principal requisites for a good school. Commissioners should endeavor to get both.

The educational interests of the State are so great that it is important that the supervisory management of its public schools should be placed in the hands of wise, faithful and efficient officers; those who are highly qualified in scholarship, thoroughly trained in the science of education and skilled in its practice through years of experience. The public, in electing officers for these responsible positions, should manifest great zeal and exercise a large degree of caution in the selection of them. They should not be made experimental stations for novices or empirics. Should the Legislature or the boards of supervisors in their wisdom make the salaries of school commissioners commensurate with the responsibilities and public value of the work laid out for them, so that there would be more inducement to those best fitted to perform the duties of the offices to seek and retain them for longer periods, the intent and purposes of the law creating them would be better fulfilled, and the educational interests of the State very materially advanced.

Teachers' Institutes.

In many respects the institute record for the year ending in July last has been the most satisfactory in the history of teachers' institutes in this State. More than 15,000 teachers attended the 110 institutes held, and the acknowledgments of benefits received have been more general and more emphatic than ever before. The

work has been carefully supervised, the conductors have been thorough and vigilant in their endeavors to give teachers practical and interesting subjects for consideration and discussion; the special instructors have been earnest and faithful in presenting their special work; the assistance rendered by principals of normal schools and members of their faculties has been of the most valuable character; school commissioners, as a rule, have been diligent in arranging necessary details, and the teachers have brought with them to these gatherings increased enthusiasm, and more of the true professional spirit, together with a disposition to grasp every opportunity offered to enlighten themselves and increase their efficiency as professional teachers. It is not, therefore, surprising that good results have followed the efforts of the Department in its endeavors to encourage and strengthen the teaching force of our State. Personal observations of many institutes have strengthened my belief in the great value of teachers' institutes as inspiring educational agencies.

While it is not claimed that the institutes, held for one week each, once each year in a commissioner district, afford all the opportunities that earnest teachers need to keep them well informed upon all subjects related to their profession, it is true that they offer the only advantage in this direction which many thousands of teachers are able to reach. Much depends upon the professional spirit of all connected with this branch of educational work. Especially is this true of school commissioners. An indifferent officer, who fails to inspire his teachers, will be satisfied with the indifferent institute which usually follows his efforts, while the progressive commissioner, who has an intelligent comprehension of the possible benefits to be derived, and who has the ability to impart interest and enthusiasm to his teachers, never fails to arrange and carry forward an institute in every way inspiring and helpful to all concerned. The great value of teachers' institutes, it seems to me, is no longer a question among practical progressive educators. The principle of

association, which is recognized in all professions, seems to me to be especially helpful to a body of teachers.

These educational meetings, when properly conducted, can not have any other result than a helpful and healthful comparison of methods of teaching, and teachers are not only placed in touch with one another, but in touch with more experienced educators from whom helpful influences come. Where there has been criticism in the past there is now frank avowal of help, benefit and encouragement. During the past year, teachers of long experience, heretofore cold and critical toward institutes, have publicly acknowledged their value, and superintendents of schools in villages where attendance is optional, have asked the Department to make such arrangements as would permit their teachers to attend. The Department is constantly endeavoring to make teachers' institutes more practical and useful, by encouraging professional teaching, and by providing for the presentation and discussion of live topics. During the year special attention has been given to the subjects of drawing and spelling, to which will be added mental arithmetic and primary work.

The conductors are asked, in addition to their institute duties, to spend several weeks during each year in the preparation of questions to be used in the examination of teachers, and they are asked to attend State and national educational meetings in order that they may keep informed of the trend of educational thought and work in both State and country. They were also asked to visit the Columbian Exposition to make observations of the educational exhibit. I believe the State has the ablest corps of institute conductors anywhere engaged in this particular work. I would be glad to point out a way for holding institutes to be held for a month or more, but this plan would involve radical changes and increased expense, if we attempted to

reach all our teachers. In all its efforts to make institutes successful, and in every way satisfactory, the Department has been sustained, not only by necessary appropriations by the Legislature, but by the ready and intelligent aid of all connected with our schools, especially of the great army of teachers who are laboring so faithfully in the cause of common school education, more because of a love for the work than from bountiful wages received. Full statistics are shown in Exhibit No. 16.

Teachers' Training Classes.

One of the most encouraging indications of a growing interest in education in our State is the increasing demand for professionally trained teachers. This is true not only in our cities, but in the common country school districts. It is no longer regarded as economy to employ an inexperienced or an indifferent teacher at any price, as against the teacher who has received professional training. It is a most encouraging sign of progress in the right direction. Our normal schools are doing a great work in preparing teachers, but they do not meet all the demands of the common schools, because their graduates are offered better wages in more advanced schools. The teachers' training classes provided by the State must supply this need. There are great possibilities before them in this direction, and they are worthy the attention which is being paid to them. The supervision of teachers' training classes was transferred to this Department by legislative enactment in 1889. There has been a steady increase since that year in the number of classes organized in the academies and union schools, which has been followed by corresponding increases in the number of pupils registered, and in the number who obtained the required certificates at the final examinations. The amount of money apportioned to the different institutions designated to instruct classes, on the basis of one dollar per week for each pupil instructed for the

required time, has increased from \$18,795 in 1889-90 to \$41,270 for the past year. The number of classes instructed increased during the same period from 108 to 195; the number of pupils in attendance from 1,827 to 2,942, and pupils have uniformly remained longer under instruction. The number of second-grade certificates received by pupils at final examinations increased from 571 in 1891-92 to 781 during the past year. The visitations by school commissioners have increased from 70 in 1889-90 to 159 in 1892-93. Complete statistics for the past school year will be found under the proper exhibit (No. 17).

Every class has been inspected at least once each term, with but one exception, by a direct representative of the Department. All inspections are promptly reported, and the Department is thus kept fully advised of the condition of each class. The course of study provided has been consistently followed, and very generally the instruction given has been thorough and conscientious. School commissioners have shown increased interest in the classes, and have been more faithful in their visitations. They have seen evidence of their value in providing teachers for the country schools, especially in cases of emergency. There is no question that many excellent and successful teachers have gone out from these classes into the common schools, where they have been needed and welcomed.

The support which the State is giving to these classes is money well expended. No more attractive field is open for good work, and the demand for better teachers can be met in no more effective way than through them. It is my purpose to simplify and strengthen the course of study, making it as practical as possible, and generally only those institutions will be designated to instruct classes in the future which can give assurances that they are properly equipped to take good care of the classes for a full year of thirty-two or

thirty-six weeks, and that graduates of normal schools or others equally well fitted for the work shall be placed in charge of the instruction. I do not believe that good results, as a rule can follow the work of a single term only. These classes will continue to receive the closest attention and encouragement of the Department, to the end that as many of the common schools as possible shall be equipped with professional teachers.

Examinations.

This branch of work under the management of the Department includes the State examinations for life certificates issued by the State Superintendent, the uniform system of examinations for commissioners' certificates and the Cornell competitive examinations for State scholarships in Cornell university.

State Examinations — These examinations are held during the last week of August at eleven different places throughout the State, so that they occur within a reasonable distance of all teachers who desire to attend them. They have been in vogue since 1875, when they were established by law. Previous to that date State certificates were issued by the Superintendent without examination. Since that date no certificate has been issued unless the applicant passed an examination prescribed by this Department. The examination covers twenty-four subjects, and is sufficiently rigid to be commensurate with the value of the certificate.

Since the enactment of this law in 1875, 2,047 different teachers have taken these examinations, and of that number only 507, or a little less than one-quarter, have received certificates. In the examinations in August, 1893, 183 candidates were examined and twenty-five received certificates. Many who failed to complete the work will succeed next year or the following year, as three trials are permissible under the rules. During the past few years there has been a decline in the number of teachers attending these examinations. Graduates of colleges and universities

who formerly took this examination, now teach the required time after graduation and apply for a College Graduate's Certificate, thus avoiding the necessity of an examination. A first-grade certificate issued under the uniform system of examinations has been placed on such high standing that many teachers are satisfied when they become the possessors of such certificates, and have no desire to strive for a certificate of greater value. These two conditions are responsible to a large extent for the decline in the number of State certificates issued. The reports of the State examinations each year should show an increase over the previous year in the number of applicants and number of certificates granted. When this condition of affairs exists our teachers will show a spirit of interest and advancement in their work which will be a hopeful sign for the improvement of the profession in the future. No state in the union has established a higher standard of qualifications for State certificates than New York, and a teacher who receives a State certificate issued by the Superintendent of this State has the highest testimonial of literary qualifications as a teacher in common schools that can be granted.

There are hundreds of teachers throughout this State able to procure such certificates, and could if they would only make the effort. I trust that many of our faithful and efficient teachers may be inspired to make this effort and reap the reward to which their ability and success in the service entitle them.

Uniform Examinations — This system of examining teachers has been in operation in this State for seven years. Under its wise provisions the efficiency of the teaching force of the State has been steadily advanced. It has been the means by which competent teachers have been furnished to the State and incompetent candidates debarred from entering the ranks of the profession. There are employed in the public schools of the State, teaching at the same time, 25,414 teachers. Since the adoption of this system over

40,000 different persons have been refused certificates, and during the past three years 25,000 different candidates have been told that they did not possess the required scholarship to become teachers. The number refused certificates during the past three years is sufficient to supply the place of every teacher in the State, and had it not been for the safeguard afforded by this system in determining the qualifications of teachers, these 25,000 people, devoid of the necessary scholarship, would have been permitted to enter the profession and compete with and drive from the work the 25,414 teachers who had been to the expense, time, and labor to properly qualify themselves for service in the school room. During the past year nearly 10,000 different persons have been told by the school commissioners of the State that they did not possess the necessary literary qualifications to enter upon the work of teaching, and were thus debarred from entering the school room as teachers. The standard of qualifications prescribed for teachers in this State ranks first among that of the states of the union.

It should be the desire of every person in educational work in the State to have New York maintain this position. We should take no step backward, but should ever be on the advance. The present standard should never be lowered, but should be raised whenever conditions will permit it. With the advantages which the present system has afforded teachers and the advancement they have made under it, with a State normal college and ten State normal schools, with one hundred training classes for two terms each year, with teachers' institutes being held in every commissioner district, with several hundred union free schools, academies and high schools scattered throughout the entire State, with all these forces the State of New York is prepared to supply her schools with properly equipped teachers, and to gradually broaden and advance the standard of qualifications prescribed for them.

The present plan is not perfect. Those who have in their charge the execution of the provisions of these regulations discover from time to time their weak points and imperfections. These should be corrected as soon as possible. A few important changes were made during the past year for the purpose of strengthening and perfecting the system.

Since this plan has been in operation, from 1800 to 2800 temporary licenses have been issued annually. This has been one of the weak points of the system. The very ends aimed to be accomplished under it were defeated by the provision giving commissioners the power to grant temporary licenses. The legitimate use of a temporary license is to meet some emergency in which public convenience absolutely requires that licenses of this character should be granted. Many teachers who failed to pass the required examination were allowed by commissioners to commence teaching on a temporary license with the understanding that they should enter the next examination and procure a certificate. In many cases such teachers failed repeatedly in examinations and were permitted to teach whole terms on temporary licenses. A temporary license was never intended for such purposes. No teacher should contract with a trustee without first procuring a certificate regularly under the rules. It may be laid down as a general rule that commissioners are not justified in recommending that temporary licenses be granted to teachers who have not attended examinations because they did not expect to teach. Teachers who go to the expense and trouble of attending examinations and procuring certificates should have a preference over those who do not. In the future, temporary licenses will be granted for valid reasons only as laid down in the regulations. A large majority of the commissioners in the State were of the opinion that it would be wise to take from commissioners the power to

grant temporary licenses and to vest such power in the Superintendent. The regulations were thus amended September first, and since that date temporary licenses have been issued by the Superintendent upon application being made in due form and approved by the board of trustees and school commissioner. The change has proved to have been a good one, as the number of temporary licenses granted since September first has been reduced over 50 per cent as compared with the corresponding period of last year, and in the future the number will be reduced still more.

It has been the policy of the Department to encourage teachers to procure certificates of the highest grades, and for this reason they have been granted three trials for a first-grade certificate. It is hoped that the number of successful applicants may be largely increased in the future. It ought to be the ambition of every teacher unable to obtain a State certificate, to be the possessor of a certificate of the first grade.

The questions used in these examinations are uniform throughout the State. They are prepared by the examination board in the Department and distributed to all commissioners in the State and such city superintendents as have voluntarily adopted the system. The bases upon which certificates of the second and third grades are granted are not uniform, as the answer papers of candidates in these grades are marked by school commissioners and city superintendents and establish as many different bases as there are commissioners. The first-grade papers have been called to the Department during the past year and marked by a central board. These certificates are now uniform. A certificate of the first grade, issued in Suffolk county, is of the same value as one granted in Niagara county. Under a ruling of the Department any commissioner in the State is required, unless a valid reason is assigned for his refusal, to indorse the first-grade certificate of a teacher issued by some other commissioner.

Under the present method of marking the second and third grade answer papers by the 114 school commissioners the standard of marking the percentages is wide, since it is left to the opinion of so many persons, and consequently much injury results to the system. A large amount of the time of commissioners is consumed in marking papers, thus depriving them of performing the most important function of their office, that of visiting schools and supervising the work. There are many valid reasons why these papers should be examined and marked by a central board. I would, therefore, recommend that the present Legislature provide an appropriation for that purpose sufficient to enable the Department to perform this work.

The success of the present system depends very largely on the earnest desire of school commissioners to place the teaching force of the State on a high standard.

Cornell Examinations — These examinations are held on the first Saturday in June in each year, for the purpose of awarding free State scholarships in Cornell university. Each county is entitled to as many scholarships as it has Assembly districts. In 1886 only one-third of these scholarships were filled. Since that time every scholarship has been awarded. The circular of information relative to these examinations may be found in Exhibit No. 14.

The Essential Elements of Education.

In my first annual report which I had the honor to transmit to the Legislature a year ago I took occasion to refer to the tendency towards using a considerable amount of the public school moneys for what may be termed the ornamental branches of education at the expense of those really essential. My observations and investigations during the past year have confirmed my opinion that this practice is extremely prejudi-

cial to the true interests of public instruction. Were all the ordinary educational needs of the people of the State supplied, and the elementary schools advanced in number and efficiency so that every district would have the proper facilities, there might be good reason for devoting large sums for advanced instruction. But I have become more convinced that there are very many country districts requiring additional State aid for their schools, which their lack of means has retarded and kept far behind the educational progress of richer and more favored districts. The reports of many of the school commissioners confirm this impression.

The first duty of the State in educational matters seems to me to be to provide sound, useful instruction to all children within its borders; such instruction as will lay a firm, thorough foundation for any structure of education which time and opportunity may afterwards design.

The majority of school children, about ninety per cent, can not enjoy the advantages of advanced education at the expense of the State, since necessity compels their parents to withdraw them from school about the time they have completed the study of the elementary branches. The elementary schools should therefore be the first and chief solicitude of the State until their needs are supplied and their efficiency in the remotest country district assured. They are conspicuously the schools of the people, the nurseries of future citizens.

I am compelled to dwell particularly on this subject, as it is a regrettable fact that teachers and pupils in many instances have shown indifference towards the study of the fundamental branches and unreflecting eagerness to reach the higher studies without due preliminary steps.

It is a serious mistake to regard elementary classes in a school as unworthy of the zealous care of any teacher and the unstinted encouragement of any school board. It is to the

thousands of children whose education is necessarily limited to the elementary classes that the State must look in the near future for the mass of its citizens, not to the comparative few who are enabled by more fortunate surroundings to graduate from high schools, academies and colleges.

To attain success in the public schools and to expend to the best advantage the liberal appropriations made by the State for education, it appears to me that there is one only practical course and that is thoroughness in every branch of instruction. The tendency in many schools is unfortunately to attempt too much without a thought as to doing the most necessary part of the work well. It is chargeable to the misdirected ambition of parents as much if not more than to the teacher.

When the programme of studies is increased so as to produce mental congestion the main object of public instruction is lost. To do a few things in school and to do them well is preferable to cramming the tender mind with odds and ends of a multitude of subjects—the merest superficial knowledge which can never be made practical. But it is unhappily the case that parents too frequently lose sight of this vital principle of education and are prone to insist upon their children being pushed forward into higher studies before they are well grounded in the essential branches. They take pride in repeating the names of the various studies with which their children are vainly laboring, and disregard the necessity of obtaining a thorough knowledge of the elementary branches which must be brought into the walks of ordinary business life.

The teachers, realizing that their efforts for the concentration of energy upon a few requisite subjects do not meet with proper appreciation, are tempted to abandon the true path of thoroughness in elementary instruction by gratifying the unreflecting vanity of parents and loading their pupils with burdens both grievous and useless. The children are taught to

regard elementary studies as beneath their notice, and with the merest smattering of the most essential branches they are rushed into higher readers, geometry, algebra and other studies. Far better for them that they should be taught to read, spell, write and cipher well, than to be subjected to such a force pump process in higher studies without having firm ground under them for such education as will be of most service to them in the ordinary occupations of life.

The result is apparent in many instances of pupils forced into the most ambitious studies and yet wofully deficient in spelling and fair, legible penmanship. We have students in grammar schools in scientific branches who can not add up a simple column of figures without making inexcusable blunders, and who can not write a simple business letter without perpetrating gross ungrammatical solecisms. In attempting to do too much we accomplish but little. Bread-winning knowledge is ignored in the attempt to grasp everything. The promise of the common schools is to give a sound education in the most necessary branches.

There is not the slightest argument in favor of making them all-embracing colleges. The State should not, under any circumstances, hold out any encouragement to the multiplication of unnecessary studies by offering a premium or money inducement to forsake the safe, true course of instruction. Cramming for examinations which hold out such inducements is an evil to be deplored, and it can not fail in the end to injure materially the prospects of the common schools.

The vast field of human knowledge can not be adequately gleaned in the few years in which a child can attend school. When the pupil is hurried from one topic to another, there can not be any thorough education. The mind, like the body, requires time to digest its food.

A methodless thinker, a pupil, a parrot repeating set lessons without understanding them, a reflector of indistinct impressions,

can not be considered as good a scholar as one who has been benefited by the liberality of the State in public instruction. As an eminent educator has said, "The mind must be fed, judiciously fed, not gorged." The first object of a teacher should be to develop the mental faculties of his or her pupils by making them think. The mind can not be awakened or developed otherwise. The number of books which a boy or girl carries to school is no criterion of advancement. The most ignorant person, endowed with wealth, can have a large library, which might as well be at the bookseller's as in his house. Fewer books and more knowledge of what they contain, may be relied upon to produce more practical educational effect.

A few clear thoughts, adaptable at any moment and fully presenting a subject, are preferable to a mass of mere words, even if they are supposed to represent higher education. To think well and intelligently on one question by having acquired the habit of thoroughness in study is of more use in practical life than to have committed to memory the ideas of others on a score of different things and not be able to apply them.

The thorough mastery of a single educational subject, no matter how humble it may be, is the best of introductions to all other questions. It is the best training of the mind, for it develops the essential faculty of getting to the bottom facts in investigating things. The superficial thinker or observer is the one who does not succeed in life.

Education, so far as its effects upon the well-being of the State are concerned, should be practical and general. It should include the entire mass of the people, not solely or particularly a few favored by fortune. It should aim at the thorough instruction of the many, not the special aggrandizement of the few. The university and the college accommodate but a very small proportion of those who go to school, much less than one per cent. They are separate and apart from any general practical system of public instruction. Public funds

intended for general educational purposes should be primarily devoted to the elementary schools. The people require elementary education before that which is the province of what are known as the higher institutions. They want their children to read, write, spell and cipher correctly before they seek diplomas and academic honors. They are more interested in their children being well prepared for the duties of life by a solid groundwork of public instruction than in wasting their time over a multitude of studies of an advanced kind which cannot in the period allotted them for school be learned with any degree of proficiency.

Potential knowledge consists in knowing a few things well and not a large number of subjects badly. It includes in its broad scope self-reliance, without which education is of little practical utility.

Strength and vigor of mind are depreciated, if not nullified, by any system of public instruction which causes the pupil to rely entirely upon the arm of another. Such a system is that which looks only to the superstructure of public instruction to the neglect of the foundation.

It is for such convincing reasons that I earnestly suggest that there shall be no diversion of State school moneys from the support of the elementary schools, until their needs in every district are amply supplied. When such a desirable end is attained, the liberality of the State may be well directed towards aiding those institutions of a higher order of educational pursuits which are supplements to, rather than the main body of public instruction.

Questionable Expenditure of Public School Funds.

In my report for 1892 I ventured to say:

“Teachers’ wages are gradually advancing, and the demand for efficient and skilled work in the school-room is constantly increasing, and should the questionable expenditures in other

directions be curtailed, and the funds go towards raising the salaries for teachers of common schools, the State would retain in its service more of the better grade, who now seek employment elsewhere where higher salaries are offered them.

“It is my opinion that a vast amount of the public moneys is diverted from the original purpose in furnishing higher education to a small number of a favored class, who, in most cases, are well able to obtain it without the aid of the State.

“Would not more benefit accrue to the masses, to the indigent, whom it was originally intended to benefit, if it could go towards increasing the salaries of common school teachers and thereby secure the services of a better, more efficient corps for primary and common schools? Without trained and efficient teachers we cannot have the best schools, and this class of teachers can not be secured without a compensation commensurate with the character of the services they are expected to render.

“The State can well afford to be liberal in its support of normal schools and teachers' training classes, which are doing much to improve the character and quality of the teaching force for the common schools, and by educating all who will make teaching a profession and enter into the State's service; but there are grave doubts in the minds of many liberal-minded persons whether the State should be asked to educate for other professions and prepare its youth for entrance to colleges.

“The original intention of the Legislature in establishing the common school system in this State was for the education of the masses.

“When Governor Clinton sent his famous message to the Legislature of 1795, in which the great movement for the organization of the common school system in New York

was inaugurated, he sounded the key-note of popular education in these words: 'While it is evident that the general establishment and liberal endowment of academies are highly to be commended, and are attended with the most beneficial consequences, yet it can not be denied that they are principally confined to the children of the opulent, so that a great portion of the community is excluded from their immediate advantage. The establishment of common schools throughout the State is happily calculated to remedy this inconvenience, and will, therefore, engage your early and decided consideration.'

"The bill which was the outcome of this message, 'An act for the encouragement of schools,' made an appropriation for the purpose of encouraging and maintaining schools in the several cities and towns in this State in which the children of the inhabitants residing in the State shall be instructed in the English language, or be taught English grammar, arithmetic, mathematics, and such other branches of knowledge as are most useful and necessary to complete a good education.

"It is well, therefore, to ascertain whether in the vast and wonderful development of our common school system, the original intention of the Legislature has been strictly adhered to, and whether the advantages and blessings of the system are supported and perpetuated for the good of the greater number and are not perverted for a favored few. There has been a tendency in recent years towards what is called a higher education—a most praiseworthy aim so long as it does not cause the neglect of the rudimental branches and is not beyond the reach of the masses.

"The question is frequently asked, Where shall the pupil cease to be the educational ward of the public? The public's obligation toward the support of a free public educa-

tion should be more closely defined, and the essential subjects to be pursued more definitely selected. We want fewer studies and those which are more useful to the masses, and these should be taught more thoroughly. Who can carefully and thoroughly examine the drift of the educational forces of the present time and not arrive at the conclusion that teaching of the most essential branches—the common English—is sadly neglected because of the multitude of ornamental and less useful subjects that are crowded into nearly every course? What is needed is a curtailment rather than a multiplying of subjects. We need less trigonometry and more business arithmetic; less botany and French and more and better penmanship; less popular fads and more common sense. There is no danger of educating too much, but there is great danger of not educating properly by trying to learn everything in a limited period and thereby aimlessly scattering out efforts over unmeasured territory.

“Comparatively few children can complete even a common school course. The greater number leave school before they are 15 years of age, and are then sent to work without hope or opportunity of ever resuming their studies. Under the most favorable conditions, as shown by statistical reports, less than five per cent of those attending school reach high school grades, and about one per cent, or even less, graduate from such an institution. Of the ninety-five per cent outside of high school even, a large percentage can not complete their course in the grammar school. To accomplish the greatest good for the greatest number, therefore, our elementary schools should be so conducted as to concentrate all possible skill and attention upon the essential primary branches.

“I desire to make prominent the fact that there cannot be too much importance attached to primary education. No true archi-

tect ever thinks of the superstructure of a building, however ambitious may be the designer, until he is assured of the solidity of the foundations. Yet it is unhappily true that the architects of education too often content themselves with erecting airy castles on the slenderest basis possible, and of sending young men and young women out into the world with a smattering of everything and a knowledge of nothing, ill prepared to face the stern ordeal of the world. The prevailing idea seems to be how much has been acquired without the slightest regard to the quality. The first work to which the State is bound to direct its attention and its energies is not the furtherance of so-called higher education and university extension, but the increase of the means and facilities of primary education and the improvement of such education to the highest degree.

“It should be always kept in mind that in this busy age of ours children are sent to work for themselves and their parents at a very early period of life, and however the laws regulating the employment of children under age may be in theory, the fact is that at 14 years of age most of the pupils attending the common schools go out in the world to earn their living.

“Too much importance is attached, and too much of the public money is given, to the support of higher education at the expense of the elementary schools, in which should be obtained a thorough grounding in the knowledge of practical subjects with which the great masses have to deal in ordinary business transactions.

“If the State deems it wise that greater expenditure for school purposes should be made, instead of appropriating increased sums for academic education, examinations in law and medicine, university extension, and all such schemes which are of doubtful propriety for the State to meddle with, it were a thousand fold better to appropriate money for the establishment of kindergarten schools in the large cities.

“Better appropriate \$50,000 for such schools in the cities than \$1,000 for university extension, so called.

“I assume that in education the first function and duty of the State is to afford education to all the children, not for their individual sake, but for the general safety of the State. In New York, Brooklyn, Buffalo, Syracuse, Rochester and all the other cities of the State there are large numbers (running into the thousands) of little children between the ages of 3 years and 5 years who live almost day and night upon the streets during the spring, summer and autumn.

“In the winter they are huddled together in tenement-houses. These children are receiving an education in vice, crime and general unfitness for citizenship from which tens of thousands of them never recover.”

The foregoing passages from my annual report for 1892 having been adversely criticised at the university convocation, held at Albany last July, I repeat them for the purpose of again showing my views on the present plan of distributing the public school funds under the dual-headed system now in operation. I am charged by some of the advocates of the university scheme—I use scheme, as there is no school in the sense of a university—with being opposed to higher education, and I wish to clearly define my position in relation thereto, and to explain more definitely what I mean by “questionable” appropriations of public funds. I am an ardent advocate of higher education in the most comprehensive sense of the word, and I would encourage in every practical way the laudable ambition of the youth aspiring after collegiate distinction and university equipment for a professional career. But I can not agree with those who would have this higher education acquired by a few at the expense of the many, by the diversion of school funds from the support of the elementary schools

to the benefit of a limited number of comparatively private institutions. Our public school system was established for the benefit of all the people. Its growth from a partial and humble provision to the present comprehensive proportions, which embrace every locality and every class, its wise and liberal management, its unquestioned fairness and impartiality, and its elasticity and adaptability to the increasing needs of the State, may be justly regarded as the most magnificent exhibit New York can make in the eyes of the civilized world. All the noble pillars which support the stately edifice of our common school system were constructed and erected with exceeding toil and patience. Any new-fangled theory of educational diversion from this system calculated to disturb its development or to deprive it of one dollar of the funds that rightly belong to it, should be promptly and perseveringly resisted by every true friend of popular education.

It was fitly said by a member of the university convocation to which I have referred: "I believe in the broadest education of all the people, but I do not believe it is the duty or the province of the State to provide all the education that is demanded." I fully concur in that opinion and consider it an answer to the criticisms on the language of my report indulged in at that convocation.

Those criticisms took the form of the following questions: "What are the questionable expenditures to which reference is given therein?" "Are they not made according to law?" "Does 'questionable' refer to the method of administration or the propriety of appropriating money to the objects for which it is now legally expended?" Expenditures of the public moneys for the purpose of enabling a few to acquire higher education by depriving the elementary schools of a portion of their funds may be regarded as decidedly questionable. Even if

they are made according to law, it does not follow that they are just and equitable, for laws occasionally find their way to the statute books which are open to grave objections on the score of propriety and adaptability for the object for which they are designed.

The word "questionable" does refer to the present method of administration, that of having two distinct departments to administer the affairs of State education, causing unnecessary expense and abundant friction. It also refers to the system that permits large sums of the public school moneys to be paid out to the high schools and other institutions having academic departments as premiums for pupils who pass examinations on questions sent out to them, every dollar of which rightly belongs to the elementary schools, in which ninety-eight hundredths of the school children are educated. There should be no discrimination for the benefit of any favored class in the distribution of the school moneys. By appropriating all such moneys to the proper object, the benefit of the greater number, the low rate of teachers' wages in the poorer districts might be raised, and better teachers might be employed. One of the high schools received for 1891-92 \$5,672.64, and for 1892-93 \$4,498. This one instance is cited, from which an idea can be gained of the amount of State school moneys unfairly diverted. If the total amount paid under the present system to the 300 or more high schools throughout the State as premiums were devoted to the true objects of the common school system, there would be a material increase of the apportionments to many of the school districts which are now deprived of this money. Besides the loss, financially, to all the other districts in the State, this system of paying bounties on percentages of examinations is deemed by many educators, even a large number of those connected with the schools receiving the bounties,

as narrow in its educational tendencies and vicious in its practices.

The State Comptroller's books show a total annual expenditure, in round numbers, of \$226,989 for the system of so-called higher education, a large sum of which might be used to practical advantage in developing the elementary schools.

It has been said that the real favored classes are rich enough to give their children the advantages of attending secondary schools and colleges, and that an opportunity should be given to the son or daughter of the poor man who wishes to enjoy the same advantages.

The rich people can give their children very many advantages and accomplishments, none of which the State is bound to provide for the children of poor parents. The only children who can attend the higher institutions of learning form a very small proportion of the vast army for which the State is called upon to provide schools. There is no reason or justice in a system that would divert large sums of the school moneys for the benefit of less than two per cent of the school population. Those who are imbued with an ambition to gain a higher education than that furnished by the common schools will get it without special aid from the State. Their ambition and perseverance lift them above dependence on State aid. When thinking people consider that only about two per cent of school children ever enter a high school, and that the rest are compelled by force of circumstances to get all the education attainable at the elementary schools, they must acknowledge the soundness of the argument that the great mass of children should not be deprived of a single dollar of the State appropriations for school purposes.

The safety of the State depends upon the education of its citizens. Then why not concentrate all its forces on the

schools which all must first enter, and beyond which it is certain the masses can never go?

The great majority of those who fill our prisons and reformatories come from the great masses, whose primary education has been neglected, or from those who have received no education; not from the college-bred people. A great majority of criminals can neither read nor write the English language.

With all due respect to the opinion of those who claim that "Education works downward rather than upward," I must take issue. Is it consistent with the laws of nature for an architect to build the chimney and roof before laying out the foundation? Do the ignorant begin with the college course and work down to primary grades? I assume that educational forces pull from above, but they push and expand mainly from below. There must be a starting point, a foundation, and that is the primary school, not the university or college. The one great stumbling-block to progress in college courses is the fact that so many students enter them with a superficial knowledge of the elementary branches. Where is the fault but in the neglect to fairly and properly support our elementary schools? If there be any truth in this argument, then the lavish and undue expenditure of public school moneys for higher education at the expense and loss of our elementary schools is "questionable." Still, I am profoundly in favor of higher education, and earnestly uphold liberal sentiment in favor of high schools and colleges, and I would sincerely regret to see one of them abandoned for want of local support. Each should be supported by local taxation or endowments, together with an equal *pro rata* apportionment with all the other public schools from all the public school funds.

These facts are presented for the purpose of inducing closer scrutiny and investigation into the present dual system of school

management and the divided responsibility of the disbursement of the school moneys with a view of economy and the correction of evil tendencies.

The unnecessary expense of sustaining two educational departments is sufficiently great, alone, to entitle this question to serious consideration, and, as a matter of State economy, I most respectfully recommend that the Legislature in its wisdom adopt measures to change this dual system into a single-headed, responsible management of all State educational interests, by which a great deal of expense may be spared the treasury. Such measures would be in the line of good government and in the interests of the taxpayers.

The Schools of New York.

From a condensed review of the common school system of the Empire State, prepared by the Department of Public Instruction for the New York State educational exhibit at the the Columbian exposition, Chicago, I present the following interesting extracts :

The public documents of the Dutch colonial period abound with instances of the solicitude of the home government for the education of the young colonists. The charter of privilege and exemptions for patroons and colonists in 1630 laid particular stress on the necessity of making prompt provision for the support of a minister and schoolmaster. In the remonstrance of the inhabitants of New Netherlands to the States General in 1649 it is earnestly recommended that there should be a public school, provided with at least two good masters, "so that first of all, in so wild a country, where there are so many loose people, the youth be well taught and brought up, not only in reading and writing, but also in the knowledge and fear of the Lord. As it is now, the school is kept very irregularly, one and another master keeping it open according to his own pleasure and as long as he thinks proper."

At the time this remonstrance was sent to the States General, Peter Stuyvesant was director of the colony, and he wrote earnestly to the Classis at Amsterdam to send out to New Amsterdam "a pious, well-qualified and diligent schoolmaster," as nothing is of more importance than the right early instruction of youth. The zealous Stuyvesant, finding there could be no school in the nascent metropolis for want of a school-house, consented to give temporary accommodations for the same in one of the government houses. It was about the same period that it was enjoined upon the commonalty to have the youth instructed by schoolmasters.

The famous Classis of Amsterdam took an active part in promoting the cause of education in New Netherland. In 1650, about seventeen years after the first professional schoolmaster arrived in the colony, William Vestens, a "good, God-fearing man," was sent over by the Classis to take charge of the school at Manhattan, and in the same year came Jan Cornelissen to New Amsterdam as pedagogue. Gideon Schaats, who had an extensive experience in teaching at Beest, was ordained by the Classis and sent to Rensselaerwyck in 1652. A few years later, Director Stuyvesant interdicted Jacob Corlaer from teaching school because he presumed to take such office upon himself, without due authorization from the provisional government, which action was carrying the principle of State care of education to the extreme. The first Latin teacher in the colony was Doctor Alexander Carolus Curtis, who was sent over from Amsterdam in 1659. He received \$200 a year from the Classis, and the city of New Amsterdam allowed him eighty dollars more, and permitted him to practice the medical profession.

Education in New York Under English Rule.

There came a period of universal decay in common school education in New York, extending from the time that the province passed under English dominion until it was

redeemed by the war of independence and took its place in the American republic as a free, sovereign, independent State. The royal Governors, to whom was intrusted the entire charge of the colony, did not believe in the education of the masses. They sometimes favored high schools, academies and colleges for the children of the wealthy, but they were of the opinion that the less the masses knew about schools, the less discontented they would be, and the less the chances of disturbance even under the grossest tyranny and misgovernment. It was particularly unfortunate that the transfer of the government of the colony should have taken place while the Stuarts were on the throne of England, for a more intolerant, unprogressive, worthless dynasty never afflicted a country. There was little for the cause of education in the colony to expect from the second Charles or his successor, the second James. The governors they sent over to New York did not trouble themselves, as a general rule, about schools for the masses or even academies for the classes.

Indeed, of all their American colonies, New York was long regarded by the English with feelings of especial dislike, on account of the alien nature of the early colonists, the hated Dutch, who so long commanded the sea and colonial enterprise in many parts of the world. The New England colonists despised the future Empire State, which they had contrived through their armed assistance to the government at London to wrest from the dominion of the United Netherlands. While they could not change the character of the people in the newly-christened colony, New York—the plodding, persistent Dutch being predominant in business and in the colonial Legislature—the royal Governors did all in their power to mar the efforts for popular rights and local schools.

The records of these governors from Colonel Richard Nicholls in 1694 to William Tryon in 1775, show little thought of popular education. The Dutch colonists did not relax their efforts to sustain their schools in spite of the indifference and frequent opposition of their rulers, and occasionally wrung from the same rulers reluctant assent to the continuance of these schools.

The First Legislative Act for Free Schools.

Under Lord Cornbury's administration the General Assembly of the province of New York made the first legislative move toward the establishment of public education. An act for the encouragement of a grammar free-school in the city of New York passed the colonial Legislature on November 27, 1702, and received the official approval of the royal Governor. The schoolmaster, under the provisions of the act, was to be "an able, skillful and orthodox person;" the pupils were classed as "youth and male children of French and Dutch extraction, as well as of English;" they were to be instructed "in the languages or other learning usually taught in Grammar Schools;" the schoolmaster was to receive fifty pounds a year, and was to be licensed by the bishop of London or the Governor upon the recommendation of the common council of New York city. Lord Cornbury did nothing for the school beyond signing the act for its encouragement.

The existence of the school was limited by the act to seven years, but it died of inanition long before the expiration of that period. It was one step on the part of the people of the province to secure education for their children; but the indifference, if not actual hostility, of families of wealth and political position in New York to public schools effectually prevented their permanent establishment. Spasmodic attempts to found schools by granting licenses to candidates for teaching in towns on Long

Island, in Westchester, in Kingston and New York characterized the administration of Cornbury and Hunter.

Schools Immediately After the Revolution.

Scourged and impoverished by war, it was some time before the liberated colony could spare time to turn its attention to school matters. The early schools were of the crudest kind, and the process of bringing them to the present advanced stage of improvement has been necessarily a slow and tedious one. A well-known writer thus pictures the common school in this State at the beginning of the present century: "The schoolhouses, if any, were usually located in one of the most Godforsaken spots that could be found, where white beans and buckwheat would not grow; on some bleak hill or in some arid or swampy place, surrounded by the drifting snows of winter or the sands and miasma of summer. If in a city the location selected must be in some by-place where the land was cheapest, where business was dullest and dirtiest, where the best families would not be disturbed by the sight of the uncouth garb and uncultured noise of free-school children. The rooms and surroundings were lacking in every element of health, comfort and decency. Temperature uneven, ventilation entirely disregarded, light bad for eyes, seats and desks bad for bones, muscles and lungs — everything was provocative of weariness, disease, mischief, dullness and bad morals." The schoolmaster of that day would have scouted the idea of governing his juvenile charges by kindness and affection rather than by ferule and scourge. He believed rather in making the children fear and hate him, and seldom relaxed the severity, and one might say brutality, of his system of imparting instruction. Deeply impressed with the unnaturalness of his position towards the

young, the schoolmaster looked around constantly and eagerly for a means of escape from what he considered a prison, and almost any other vocation that offered itself was embraced without hesitation. Those schoolmasters might offer as an excuse for their indifference that the compensation for their services was scarcely sufficient to keep soul and body together, as one of the craft naively confessed: "'Tis little they pays me and little I teaches 'em." The schoolmaster "boarded around" in the country district which was the scene of his labors, and was looked down upon by the community generally as a sort of a necessary pauper.

The Dawn of the Present System.

It was Governor George Clinton, the first Governor of the State of New York, who laid the foundation of the present system of common schools, and strong and enduring they have proved themselves to be. A gallant soldier, true patriot and farseeing statesman; no sooner did he sheath his sword after the establishment of peace and free government, than he addressed the Legislature in unmistakable terms on one of the most important duties of the lawmakers.

"Neglect of the education of youth is one of the evils consequent upon war," he declared, and in his subsequent public addresses and papers he emphasized his desire for public schools for all the people. When the Legislature of 1795 convened for the first time, Governor Clinton made the following important recommendation towards the establishment of common schools: "While it is evident that the general establishment and liberal endowment of academies are to be highly commended, and are attended with the most beneficial consequences, yet it can not be denied that they are principally confined to the children of the opulent, and

that a great portion of the community is excluded from their immediate advantages. The establishment of common schools throughout the State is happily calculated to remedy this inconvenience, and will, therefore, engage your early and decided consideration." Here was the first ray of sunshine and encouragement on the bramble-covered path on which legislators feared to trust their feet. Before the establishment of the common schools as are now known, there were colleges and academies, nurseries for the minds of the children of those blessed with worldly wealth.

In 1784 there was an act of the Legislature incorporating the Regents of the University, and placing them in charge of the existing educational institutions. Five years later the Legislature made a step forward towards popular education by the passage of an act setting aside in each township two lots of the public lands for gospel and school purposes.

The patriotic Governor's unremitting appeals at last touched a responsive chord in the legislative breast, and in 1795 a committee was appointed to take into consideration the Governor's recommendations. The committee reported a month later a bill under the title of "An act for the encouragement of schools," which act became a law. This act made an annual appropriation of \$50,000 for five years, apportioned at first to the several counties according to their representation in the Legislature, and later according to the number of Assemblymen; to the towns according to taxable population, and to the school districts according to the number of days' instruction.

The appropriation made by the act of 1795 expired with the beginning of the nineteenth century, and the Legislature for a long time seemed impervious to all arguments and pleas for its renewal. Governor Jay's eloquent remonstrances

were of no effect. Fortunately a man for the crisis was found, a plain, unlettered farmer from Otsego, Jedediah Peck, who boldly entered the field and never relaxed his exertions for a liberal school fund and for our common school system until he forced the Legislature into a realization of its duties. He had a capable assistant in the good work in Adam Comstock, of Saratoga. The first step made by the Legislature towards creating a State fund for the support of common schools was a peculiar one to our way of thinking to-day, but the only one that probably could be taken at the time with any prospect of success. It was to raise by means of lotteries the sum of \$100,000, of which \$12,500 were to be given to the Regents for academy purposes, and the rest for the common schools.

Under Governor Tompkins' administration the Legislature appointed a commission, with Jedediah Peck at its head, to report a system for the establishment of a common school system. The report was a most comprehensive statement of the educational needs of the State and the most practical means of supplying them. State care and supervision over the schools was recommended, and some sensible advice given as to the inadequacy of academies, colleges and universities towards popular education.

The most essential points of the present system were mapped out, and practical suggestions made as to the raising of sufficient funds for the framing of an educational plan which should directly affect every citizen in the State. The report transmitted to the Legislature in 1812 was one of the most important and effective documents to be found in our public papers, for it placed on a practical basis that which had been hitherto in a chaotic shape. A State Superintendent of public instruction was the first result of the organized system.

The First State Superintendent of Public Instruction.

It was exceptionally fortunate for the cause of education that such a man as Gideon Hawley, of Albany, should have been selected as the first director of the new system. He was marvelously well equipped for the work, and to him above all others are the common schools of the State indebted for their present commanding position. Had he failed at such a crisis, the experiment would have failed with him. Had he not demonstrated the illimitable possibilities of the system, and convinced the Legislature that it only depended upon the wise and liberal policy of that body to make it permanent and worthy of the State, there would have been no more legislation on the subject. The Legislature had already shown considerable reluctance to give aid and encouragement to the schools, and it required but little cause to induce it to drop the subject forever. Mr. Hawley had absolutely to create everything. Chaos and complete disorganization greeted him when he undertook the duties of his office. There was no system, no assistance from experienced, trained commissioners, no well-considered, harmonious methods of conducting schools on any definite plan. Yet, during the eight years of his administration, Mr. Hawley succeeded in building up a structure of education, lasting, impregnable and capable of endless development.

The following is the list of State Superintendents since the permanent establishment of our common school system :

STATE SUPERINTENDENT.

NAMES.	Residence.	Chosen.
Gideon Hawley.....	Albany	January 14, 1813
Welcome Eseeleck.....	Albany	February 22, 1821
<i>Secretary of State and Superintendent, ex officio :</i>		
John Van Ness Yates.....	Albany	April 3, 1821
Azariah C. Flagg	Plattsburgh	April 14, 1826
John A. Dix	Cooperstown	April 1, 1833
John C. Spencer.....	Canandaigua	April 4, 1839
Samuel Young.....	Ballston	April 7, 1842
Nathaniel S. Benton	Little Falls.....	April 3, 1845
Christopher Morgan	Auburn	November 2, 1847
Henry S. Randall	Cortland	November 4, 1851
Elias W. Leavenworth	Syracuse	November 8, 1853
<i>Department of Public Instruction :</i>		
Victor M. Rice.....	Buffalo	April 4, 1854
Henry H. Van Dyck.....	Albany	April 7, 1857
Emerson W. Keyes*.....	Albany	April 9, 1861
Victor M. Rice.....	Buffalo	February 1, 1862
Abram B. Weaver	Dearfield	April 7, 1868
Neil Gilmore.....	Ballston Spa.....	April 7, 1874
William B. Ruggles	Bath.....	March 14, 1883
James E Morrison *.....	New York city	January 1, 1886
Andrew S. Draper	Albany	April 6, 1886
James F. Crooker	Buffalo	April 7, 1892

*Acting Superintendents by reason of resignations.

The Rate Bill System.

It took a great many years to do away with the mistaken idea that parents and guardians should contribute individually toward the support of the common school system. It was a long and bitter struggle to combat this erroneous notion and to bring about absolutely free schools. The poor were the principal sufferers, of course, through the rate bill system. Yet it was only after years of contest that the State, through its Legislature and conventions, came to an adequate understanding of the principle of absolutely free schools. The question was resubmitted again and again, in spite of the manifestly powerful popular demand, and it was only in 1867 that the odious rate bill

system was finally dropped, without chance of resurrection. In the cities of the State the rate bill system became obsolete long before its final abolition by legislative enactment, for they contrived to get special acts looking towards a separate school system, self-supporting, without rate bill assistance.

The inadequacy of the annual amount appropriated by the Legislature for the support of the schools and of the amount raised by tax caused the rate levy made on parents to supply the deficiency. They were called upon to pay for the instruction of their children in proportion to the number of days' attendance on school. The average annual amount raised by rate bills for the payment of teachers' salaries over and above the public money for twenty years was over \$450,000.

The Department of Public Instruction.

In 1854 Victor M. Rice, who had been in charge of the public schools of Buffalo for many years, and who had there won name and fame, was elected on joint ballot of the Legislature Superintendent of Public Instruction. He had been brought up in an arduous and exacting school—the superintendence of the cause of education in one of the most progressive cities of the State.

Experienced, tactful, popular and widely known, Mr. Rice was an ideal Superintendent. He had, during his first administration, the valuable services of Mr. S. S. Randall, as deputy. At the organization of the new State Department of Public Instruction there were 11,798 school districts in the State, and 877,201 children under instruction.

The growth of the Department of Public Instruction, and of the multitudinous interests intrusted to its care, has gone on steadily and successfully since Mr. Rice's retirement, under Superintendents Abram B. Weaver, Neil Gilmour, William B.

Ruggles, James E. Morrison, Andrew S. Draper and the present Superintendent. Thirty-nine years have elapsed since the Legislature created the Department on a solid, enduring basis — thirty-nine years of steady, substantial progress. It is the growth of the acorn to the oak. It started out with the substitution of a levy of three-fourths of a mill upon every dollar of the valuation on real and personal property, as a substitute for the \$800,000 tax. In 1856 came a notable change in the creation of the office of school commissioner and the abolition of that of town superintendent. Then the supervisors were authorized to receive and pay out the school moneys as apportioned by the school commissioners to the several districts. In 1864 the general school law was revised, and two years later school districts were authorized by law to take land for sites by eminent domain. The normal schools have been increased to eleven in number, soon to reach the round dozen, the original institution being known at present as the State Normal College. Teachers' institutes have exhibited wonderful progress, and are now regarded as strong pillars of our educational system. Training classes have increased in number and efficiency, until it is feasible for any district to have teachers, well grounded in all the requirements of their profession.

Most respectfully,

J. F. CROOKER,

Superintendent.

EXHIBITS.

- I. STATISTICAL TABLES, 1893, p. 69.
- II. GENERAL SCHOOL STATISTICS—COMPARATIVE TABLES, p. 103.
- III. DECISIONS IN APPEAL CASES, p. 121.
- IV. NORMAL SCHOOLS, p. 201.
- V. AMERICAN MUSEUM OF NATURAL HISTORY, p. 329.
- VI. SCHOOL COMMISSIONERS' REPORTS, p. 343.
- VII. CITY SUPERINTENDENTS' REPORTS, p. 539.
- VIII. VILLAGE SUPERINTENDENTS' REPORTS, p. 635.
- IX. INDIAN SCHOOLS, p. 691.
- X. INSTITUTIONS FOR THE DEAF AND DUMB, p. 703.
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- XII. UNIFORM EXAMINATIONS FOR COMMISSIONERS' CERTIFICATES, p. 725.
- XIII. STATE CERTIFICATES, p. 787.
- XIV. STATE SCHOLARSHIPS IN CORNELL UNIVERSITY, p. 805.
- XV. COLLEGE GRADUATES' CERTIFICATES — INDORSEMENT OF
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- XVI. TEACHERS' INSTITUTES, p. 823.
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- I. PUBLIC INSTRUCTION IN OTHER COUNTRIES, p. 923.
- II. COUNCIL OF SCHOOL SUPERINTENDENTS OF THE STATE OF NEW YORK, p. 967.
- III. STATE ASSOCIATION OF SCHOOL COMMISSIONERS AND SUPERINTENDENTS, p. 987.
- IV. CONSOLIDATED SCHOOL LAW, p. 1113.
- V. VIEWS OF SCHOOL BUILDINGS, p. 1249.

EXHIBIT No. 1.— *Statistical Tables :*

1. Statement of State tax levied in 1888 and in 1893.
2. Statement of school tax paid and school moneys received by each county.
3. Apportionment of school moneys.
4. Abstract of statistical reports of school commissioners.
5. Abstract of financial reports of school commissioners.
6. Investment of the capital of the Common School Fund.
7. Comparative statistical and financial statements for the years 1888 and 1893.

EXHIBIT No. 2.— *General School Statistics :*

1. Comparative tables.
2. Statements of Common School Fund, Free School Fund and of State school moneys received and apportioned.

EXHIBIT No. 3.— *Decisions of the Superintendent in Appeal Cases.*EXHIBIT No. 4.— *Normal Schools :*

1. List of normal schools, with names of principals and officers and local boards.
2. Reports of local boards.
3. Normal school circular.

EXHIBIT No. 4.—*Normal Schools*—(Continued):

4. Statistical tables.
 - (a) Attendance.
 - (b) Financial statement.
 - (c) Admission of students.
5. Meetings of normal school principals; secretary's report.
6. Entrance examination questions.

EXHIBIT No. 5.—*American Museum of Natural History*:

Report of Dr. A. S. Bickmore, curator in charge, in reference to visual instruction in normal schools and to teachers in common schools.

EXHIBIT No. 6.—*School Commissioners*:

1. Names and post-office addresses.
2. School commissioner districts.
3. Department circular.
4. Written reports.
5. Tabulated list of school districts which have failed to comply with the law in reference to "health and decency."
6. List of superintendents and principals of graded schools.

EXHIBIT No. 7.—*City Superintendents of Schools*:

1. Names and post-office addresses.
2. Written reports.

EXHIBIT No. 8.—*Village Superintendents of Schools*:

1. Names and post-offices addresses.
2. Written reports.

EXHIBIT No. 9.—*Indian Schools :*

1. Names and post-office addresses of superintendents.
2. Reports of superintendents.
3. Statistical tables.

EXHIBIT No. 10.—*Institutions for Deaf and Dumb :*

1. List of institutions and superintendents.
2. Reports of superintendents.
3. Statistical table.

EXHIBIT No. 11.—*Institution for the Blind :*

Report of superintendent.

EXHIBIT No. 12.—*Uniform Examinations for Commissioners' Certificates :*

1. Regulations governing uniform examinations.
2. Questions submitted at examinations during the year 1893.
3. Statistical table, showing results by commissioner districts.
4. List of first-grade certificates granted by school commissioners since October 15, 1892.

EXHIBIT No. 13.—*State Certificates :*

1. Questions submitted at examinations, 1893.
2. Tabulated statement of examinations, 1893.
3. List of successful candidates, 1893.
4. Statistical table, 1875–1893.
5. Circular, regulations and program for 1894.

EXHIBIT No. 14.—*State Scholarships in Cornell University :*

1. Department circular to school commissioners and city superintendents.
2. Questions submitted at examinations, June 3, 1893.
3. Complete list of State scholars, 1893.
4. Table showing number of candidates examined and appointed, 1893.
5. List of State scholars of 1892 who are no longer students in the university.

EXHIBIT No. 15.—*College Graduates' Certificates ; Indorsement of Normal Diplomas and State Certificates Issued in other States :*

1. Law of 1888.
2. List of college graduates' certificates granted, 1893.
3. List of Normal diplomas indorsed, 1893.

EXHIBIT No. 16.—*Teachers' Institutes :*

1. Report of supervisor of institutes.
2. Reports of institute conductors.
3. Report of State director of drawing.
4. The institute law regulating attendance.
5. Teachers' institutes — Instructions to school commissioners.
6. Statistical tables.
 - (a) List of institutes held between September 19, 1892, and June 9, 1893, showing attendance, etc.
 - (b) Comparative summary for fourteen years.

EXHIBIT No. 17.—*Teachers' Training Classes:*

1. Report of supervisor of training classes.
2. Reports of inspectors.
3. Statistical tables:
 - (a) List of institutions which organized classes for first and second terms, 1892-3, with amount of money apportioned to each institution.
 - (b) Statistics showing condition of teachers' training classes for first term of school year 1892-3.
 - (c) Statistics showing condition of teachers' training classes for second term of school year 1892-3.
4. Regulations and course of study for training classes.

EXHIBIT No. 18.—*Arbor Day:*

1. Selection from Bryant's forest hymn; illustrated.
2. Law establishing Arbor Day.
3. Letter to school officers and teachers.
4. Superintendent's letter to pupils.
5. Directions for planting trees.
6. Selections for Arbor Day; illustrated.
7. "Forests and Forestry," by William F. Fox, Superintendent State Forests.
8. Directions for collecting and preserving Herbarium specimens, by Charles H. Peck, State Botanist.
9. Prizes offered.
10. The maples; illustrated.
11. List of native State trees.
12. Districts observing and trees planted, Arbor Day, May 5, 1893.

EXHIBIT No. 19.— *Nautical School.*

Letter concerning report of Chamber of Commerce.

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EXHIBIT No. 1.— Latest reports of public instruction in other countries.

EXHIBIT No. 2.— Proceedings of eleventh annual meeting of Council of School Superintendents.

EXHIBIT No. 3.— Proceedings of thirty-ninth annual meeting of New York State Association of School Commissioners and Superintendents.

EXHIBIT No. 4.— Consolidated School Law.

EXHIBIT No. 5.— Views of School Buildings.

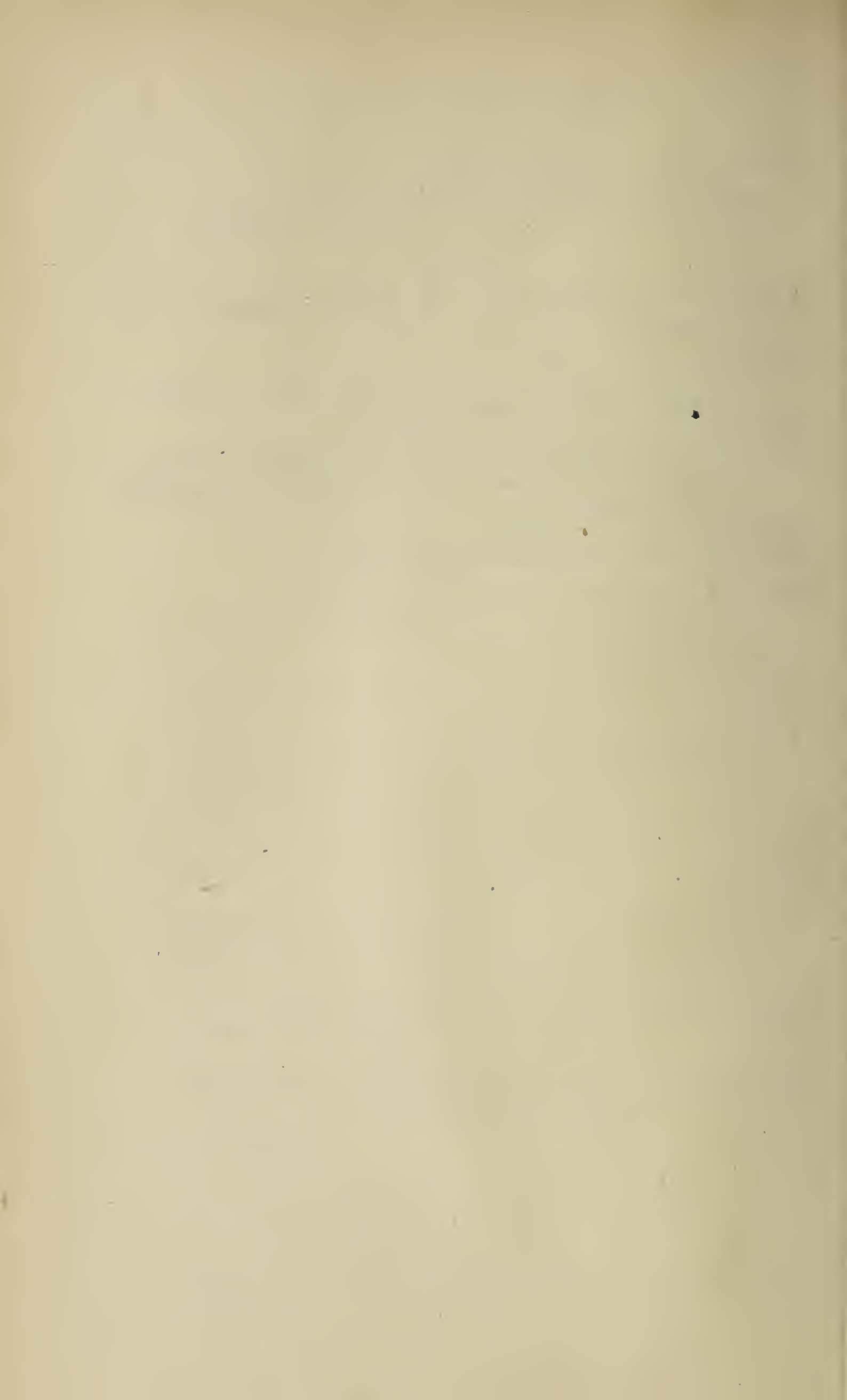


EXHIBIT No. 1.

STATISTICAL TABLES.

1. STATEMENT OF STATE TAX LEVIED IN 1888 AND IN 1893, p. 71.
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 3. APPORTIONMENT OF SCHOOL MONEYS, p. 73.
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 6. INVESTMENT OF THE CAPITAL OF THE COMMON SCHOOL FUND, p. 96.
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EXHIBIT No. 1.

TABLE No. 1.

STATEMENT of the State Tax of one mill levied in 1888, and of the State Tax of ninety-eight one-hundredths of a mill levied in 1893, for the support of common schools.

COUNTIES.	1888.		1893.	
	Valuation.	Amount of tax.	Valuation.	Amount of tax.
Albany	\$88,333,365	\$88,333 37	\$91,638,805	\$89,806 03
Allegany	14,568,641	14,568 64	14,190,953	13,907 13
Broome	22,272,710	22,272 71	29,814,427	29,218 14
Cattaraugus	16,173,925	16,173 93	20,603,406	20,191 34
Cayuga	30,808,110	30,808 11	29,869,897	29,272 50
Chautauqua	25,771,555	25,771 56	27,804,813	27,248 72
Chemung	19,099,830	19,099 83	21,083,851	20,662 17
Chenango	18,118,220	18,118 22	15,367,290	15,059 95
Clinton	9,683,910	9,683 91	6,949,409	6,810 42
Columbia	29,955,750	29,955 75	26,777,390	26,241 84
Cortland	11,210,158	11,210 16	10,006,835	9,806 70
Delaware	14,032,532	14,032 53	14,427,852	14,139 29
Dutchess	44,699,381	44,699 38	44,174,815	43,291 32
Erie	134,797,474	134,797 47	227,114,674	222,572 38
Essex	10,534,760	10,534 76	10,660,562	10,447 35
Franklin	7,911,400	7,911 40	8,561,533	8,390 30
Fulton	8,453,675	8,453 67	11,236,697	11,060 96
Genesee	21,636,405	21,636 40	21,532,691	21,162 04
Greene	13,819,288	13,819 29	12,878,563	12,620 99
Hamilton	1,158,250	1,158 25	1,285,796	1,260 08
Herkimer	23,800,792	23,800 79	20,470,762	20,061 35
Jefferson	23,927,649	23,927 65	27,297,450	26,751 50
Kings	365,217,391	365,217 39	451,703,667	472,069 59
Lewis	9,121,450	9,121 45	7,891,667	7,733 83
Livingston	25,559,583	25,559 58	24,979,668	24,480 07
Madison	19,220,560	19,220 56	19,370,079	18,932 68
Monroe	88,767,845	88,767 84	131,266,935	128,641 60
Montgomery	24,752,543	24,752 54	25,133,876	24,631 20
New York	1,560,373,506	1,560,373 51	1,824,837,211	1,788,340 47
Niagara	26,573,990	26,573 99	31,246,808	30,621 87
Oneida	58,940,987	58,940 99	52,235,295	51,190 59
Onondaga	64,697,612	64,697 61	74,302,264	72,816 22
Ontario	29,577,531	29,577 53	29,073,805	28,492 34
Orange	43,276,880	43,276 88	44,350,344	43,463 33
Orleans	14,977,356	14,977 36	14,847,592	14,550 64
Oswego	24,024,277	24,024 28	23,588,835	23,117 06
Otsego	23,603,635	23,603 63	20,854,024	20,436 94
Putnam	7,419,780	7,419 78	6,908,805	6,770 63
Queens	46,015,366	46,015 37	65,215,722	63,911 41
Rensselaer	61,860,536	61,860 54	62,772,666	61,517 21
Richmond	12,303,584	12,303 58	14,073,654	13,792 18
Rockland	13,447,135	13,447 14	13,251,776	12,986 74
St. Lawrence	24,784,935	24,784 93	27,678,510	27,124 94
Saratoga	23,446,242	23,446 24	23,419,608	22,951 22
Schenectady	12,873,776	12,873 78	14,043,378	13,767 41
Schoharie	10,383,430	10,383 43	10,339,756	10,132 96
Schuyler	7,307,600	7,307 60	6,615,052	6,482 75
Seneca	15,372,249	15,372 25	14,693,400	14,399 53
Steuben	23,033,928	23,033 93	26,503,393	25,973 33
Suffolk	17,225,386	17,225 39	20,482,649	20,073 00
Sullivan	5,419,150	5,419 15	5,285,839	5,180 12
Tioga	12,210,687	12,210 69	11,918,112	11,679 75
Tompkins	15,416,705	15,416 70	12,766,138	12,510 82
Ulster	25,438,920	25,438 92	25,728,020	25,213 46
Warren	6,538,975	6,538 97	6,967,530	6,828 18
Washington	22,392,748	22,392 75	18,693,541	18,319 67
Wayne	25,763,026	25,763 03	24,070,216	23,588 81
Westchester	83,448,266	83,448 27	100,404,982	98,396 88
Wyoming	14,960,063	14,960 06	15,419,343	15,110 96
Yates	12,684,532	12,684 53	11,321,317	11,094 89
Total	\$3,469,199,945	\$3,469,199 93	\$4,038,058,949	\$3,957,297 78

TABLE No. 2.

STATEMENT showing the amount of School Tax paid by each county, the amount of Tax received back, the amount of Common School Fund received, and total amount received by each county.

COUNTIES.	School tax paid.	School tax received.	Common School Fund received.	Total received.
Albany	\$89,806 03	\$79,888 73	\$6,987 65	\$86,876 38
Allegany	13,907 13	38,164 08	2,206 62	40,370 70
Broome.....	29,218 14	47,558 88	3,642 50	51,201 38
Cattaraugus	20,191 34	51,031 63	3,794 49	54,826 12
Cayuga	29,272 50	46,511 52	3,593 84	50,105 36
Chautauqua	27,248 72	59,511 90	5,160 15	64,672 05
Chemung.....	20,662 17	31,007 55	2,715 56	33,723 11
Chenango	15,059 95	37,160 77	2,907 37	40,068 14
Clinton	6,810 42	33,395 28	2,820 84	36,216 12
Columbia	26,241 84	29,261 88	2,614 09	31,875 97
Cortland.....	9 806 70	23,486 47	2,176 60	25,663 07
Delaware	14,139 29	44,496 69	2,527 98	47,024 67
Dutchess	43,291 32	44,903 35	3,672 72	48,576 07
Erie	222,572 33	161,847 66	14,098 37	175,946 03
Essex	10,447 35	27,675 36	1,620 09	29,295 45
Franklin	8,390 30	30,433 82	2,615 34	33,049 16
Fulton	11,060 96	24,111 83	3,106 99	27,218 82
Genesee	21,102 04	22,948 81	2,202 71	25,151 52
Greene.....	12,620 99	23,071 10	2,185 65	25,256 75
Hamilton	1,260 08	4,629 42	267 81	4,897 23
Herkimer	20,061 35	34,106 35	2,862 87	36,969 22
Jefferson	26,751 50	59,239 96	4,262 74	63,502 70
Kings	472,069 59	388,257 93	28,545 64	416,803 57
Lewis	7,733 83	27,518 74	1,584 40	29,103 14
Livingston.....	24,480 07	28,279 36	1,686 95	29,966 31
Madison.....	18,982 63	35,580 83	2,079 28	37,660 11
Monroe	129,641 60	108,502 07	7,010 80	115,512 87
Montgomery.....	24,631 20	27,080 42	1,646 25	28,726 67
New York	1,788,340 47	633,316 25	48,112 03	711,428 28
Niagara.....	30,621 87	42,274 50	2,499 53	44,774 03
Oneida.....	51,190 59	85,160 63	5,127 38	90,288 01
Onondaga	72,816 22	90,843 19	5,698 21	96,541 40
Ontario	28,492 33	36,947 34	2,132 94	39,080 28
Orange.....	43,463 34	57,285 11	3,531 17	60,816 28
Orleans	14,550 64	23,239 17	1,352 39	24,591 56
Oswego	23,117 06	54,306 76	3,201 21	57,507 97
Otsego.....	20,436 94	45,382 60	2,580 30	47,962 90
Putnam.....	6,770 63	9,560 44	587 34	10,147 78
Queens	63,911 41	70,770 10	4,522 64	75,292 74
Rensselaer.....	61,517 21	67,079 51	4,297 32	71,376 83
Richmond	13,792 18	21,749 42	1,545 19	23,294 61
Rockland	12,986 74	17,010 36	1,091 05	18,101 41
St. Lawrence	27,124 94	74,062 22	4,274 85	78,337 09
Saratoga.....	22,951 22	42,575 92	2,480 77	45,056 67
Schenectady.....	13,767 41	18,133 78	1,148 13	19,281 91
Schoharie.....	10,132 96	26,532 49	1,524 15	28,056 64
Schuyler.....	6,482 75	14,744 93	855 43	15,600 36
Seneca.....	14,399 53	18,668 43	1,097 22	19,765 65
Steuben.....	25,973 33	65,868 31	3,817 52	69,685 83
Suffolk	20 073 00	36,692 39	2,343 01	39,035 40
Sullivan	5,180 12	24,997 73	1,482 70	26,480 43
Tioga	11,679 75	26,701 36	1,503 21	28,204 57
Tompkins.....	12,510 82	26,546 76	1,535 04	28,081 80
Ulster	25,213 46	50,011 43	3,166 12	53,177 55
Warren	6,828 18	22,047 25	1,275 51	23,322 76
Washington	18,319 67	38,245 70	2,245 82	40,491 52
Wayne.....	23,588 81	36,327 67	2,174 17	38,501 84
Westchester	98,396 88	73,443 08	4,717 49	78,160 57
Wyoming.....	15,110 96	26,426 95	1,543 05	27,970 00
Yates	11,094 89	15,737 30	940 81	16,678 11
Indians .....	.....	3,728 32	.....	3,728 32
Contingent fund balance.....	.....	3 920 21	.....	3,920 21
Total.....	\$3,957,297 78	\$3,500,000 00	\$245,000 00	\$3,745,000 00

TABLE No. 3.

Apportionment of School Moneys for the year 1894.

COUNTIES. TOWNS AND CITIES.	Population.	Number of teachers employed for 32 weeks or more	APPORTIONMENT FOR TEACHERS' WAGES.		Libraries.	Supervision.	Total.
			District quotas.	According to population.			
Albany	46,935	205	\$20,500 00	\$7,677 24	\$396 33	.....	\$28 573 57
City	97,120	288	28,800 00	15,886 10	820 10	\$800 00	46,306 20
Cohoes	23,234	72	7,200 00	3,800 42	196 19	800 00	11,996 61
Allegany	43,131	329	32,900 00	7,055 02	364 21	*51 47	40,370 70
Broome	28,279	257	25,700 00	4,625 64	238 79	.....	30,564 43
Binghamton	34,514	139	13,900 00	5,645 51	291 44	800 00	20,636 95
Cattaraugus	61,774	434	43,400 00	10,104 49	521 63	800 00	54,826 12
Cayuga	38,079	284	28,400 00	6,228 65	321 55	.....	34,950 20
Auburn	24,737	101	10,100 00	4,045 28	208 88	800 00	15,155 16
Chautauqua	50,233	369	36,900 00	8,216 70	424 18	.....	45,540 88
Dunkirk	10,040	45	4,500 00	1,642 25	84 78	800 00	7,027 03
Janestown	18,627	81	8,100 00	3,046 85	157 29	800 00	12,104 14
Chemung	17,312	134	13,400 00	2,831 75	146 19	.....	16,377 94
Elmira	29,911	114	11,400 00	4,892 60	252 57	800 00	17,345 17
Chenango	37,602	328	32,800 00	6,150 62	317 52	800 00	40,068 14
Clinton	46,601	274	27,400 00	7,622 61	393 51	800 00	36,216 12
Columbia	35,572	204	20,400 00	5,818 57	300 38	.....	26,518 95
Hudson	9,633	29	2,900 00	1,575 68	81 34	800 00	5,357 02
Cortland	28,271	200	20,000 00	4,624 34	238 73	800 00	25,663 07
Delaware	45,488	392	39,200 00	7,440 56	384 11	.....	47,024 67
Dutchess	55,146	267	26,700 00	9,020 33	465 66	.....	36,185 99
Poughkeepsie	23,196	76	7,600 00	3,794 21	195 87	800 00	12,390 08
Erie	68,532	382	38,200 00	11,209 91	578 70	800 00	50,788 61
Buffalo	278,796	749	74,900 00	45,603 21	2,354 21	2,300 00	125,157 42
Essex	33,110	236	23,600 00	5,415 86	279 59	.....	29,295 45
Franklin	39,817	254	25,400 00	6,512 94	336 22	800 00	33,049 16
Fulton	23,784	141	14,100 00	3,890 39	200 84	800 00	18,991 23
Gloversville	14,694	49	4,900 00	2,403 51	124 08	800 00	8,227 59
Genesee	33,436	186	18,600 00	5,469 18	282 34	800 00	25,151 52
Greene	31,141	191	19,100 00	5,093 79	262 96	800 00	25,256 75
Hamilton	5,216	40	4,000 00	853 18	44 05	.....	4,897 23
Herkimer	47,491	280	28,000 00	7,768 19	401 03	800 00	36,969 22
Jefferson	53,376	433	43,300 00	8,730 81	450 72	.....	52,481 53
Watertown	16,982	73	7,300 00	2,777 77	143 40	800 00	11,021 17

* For Separate neighborhood, Independence.

TABLE No. 3 — (Continued).

COUNTIES. TOWNS AND CITIES.	Population.	Number of teachers employed for 32 weeks or more.	APPORTIONMENT FOR TEACHERS' WAGES.		Libraries.	Supervision.	Total.
			District quotas.	According to population.			
Kings	38,113	92	\$9,200 00	\$6,234 21	\$321 83	.....	\$15,756 04
Brooklyn	957,163	2,281	228,100 00	156,565 05	8,082 48	\$8,300 00	401,047 53
Lewis	30,248	239	23,900 00	4,947 72	255 42	.....	29,103 14
Livingston	37,010	236	23,600 00	6,053 79	312 52	.....	29,966 31
Madison	42,206	304	30,400 00	6,903 71	356 40	.....	37,660 11
Monroe	55,222	277	27,700 00	9,032 77	466 31	.....	37,199 08
Rochester	144,834	526	52,600 00	23,690 78	1,223 01	800 00	78,313 79
Montgomery	46,081	192	19,200 00	7,537 55	389 12	1,600 00	28,726 67
New York	1,801,739	3,862	386,200 00	294,714 04	15,214 24	15,300 00	711,428 28
Niagara	36,420	209	20,900 00	5,957 28	307 54	800 00	27,964 82
Lockport	16,088	63	6,300 00	2,631 54	135 85	800 00	9,867 39
Niagara Falls	11,870	41	4,100 00	1,941 59	100 23	800 00	6,941 82
Oneida	63,510	467	46,700 00	10,388 45	536 29	.....	57,624 74
Utica	46,608	168	16,800 00	7,623 75	393 57	800 00	25,617 32
Rome	13,638	39	3,900 00	2,230 79	115 16	800 00	7,045 95
Onondaga	58,864	358	38,800 00	9,628 50	497 06	.....	48,925 56
Syracuse	91,944	310	31,000 00	15,039 45	776 39	800 00	47,615 84
Ontario	48,718	291	29,100 00	7,968 90	411 38	1,600 00	39,080 28
Orange	61,612	294	29,400 00	10,077 99	520 26	800 00	40,798 25
Middletown	11,612	39	3,900 00	1,899 39	98 05	800 00	6,697 44
Newburgh	24,536	83	8,300 00	4,013 40	207 19	800 00	13,320 59
Orleans	30,762	185	18,500 00	5,031 80	259 76	800 00	24,591 56
Oswego	49,004	373	37,300 00	8,015 67	413 80	.....	45,729 47
City	21,966	72	7,200 00	3,593 01	185 49	800 00	11,778 50
Otsego	50,361	385	38,500 00	8,237 64	425 26	500 00	47,962 90
Putnam	14,230	77	7,700 00	2,327 62	120 16	.....	10,147 78
Queens	106,060	344	34,400 00	17,348 44	895 59	3,200 00	55,844 03
Long Island City	35,745	125	12,500 00	5,816 87	301 84	800 00	19,448 71
Rensselaer	63,937	297	29,700 00	10,458 30	539 90	1,600 00	42,298 20
Troy	64,986	171	17,100 00	10,629 88	548 75	800 00	29,078 63
Richmond	53,452	141	14,100 00	8,743 15	451 36	.....	23,294 61
Rockland	33,726	115	11,500 00	5,516 62	284 79	800 00	18,101 41
St. Lawrence	74,295	587	58,700 00	12,152 58	627 36	.....	71,479 94
Ogdensburg	11,959	40	4,000 00	1,956 15	100 98	800 00	6,857 13
Saratoga	57,301	336	33,600 00	9,372 83	483 86	1,600 00	45,056 69
Schenectady	11,336	70	7,000 00	1,854 25	95 72	.....	8,949 97
City	22,858	56	5,600 00	3,738 92	193 02	800 00	10,331 94
Schoharie	28,815	231	23,100 00	4,713 32	243 32	.....	28,056 64

Schuyler.....	16,861	127	12,700 00	2,757 98	142 38	.....	15,600 36
Seneca.....	26,542	144	14,400 00	4,341 52	224 13	800 00	19,765 65
Steuben.....	82,468	539	53,900 00	13,489 45	696 38	1,600 00	69,685 83
Suffolk.....	63,572	281	28,100 00	10,398 59	536 81	.....	39,035 40
Sullivan.....	31,860	210	21,000 00	5,211 40	269 03	.....	26,480 43
Tioga.....	29,675	223	22,300 00	4,853 99	250 58	800 00	28,204 57
Tompkins.....	20,152	177	17,700 00	3,296 30	170 17	.....	21,166 47
Ithaca.....	13,460	38	3,800 00	2,201 67	113 66	800 00	6,915 33
Ulster.....	87,652	373	37,300 00	14,337 40	740 15	800 00	53,177 55
Warren.....	28,618	176	17,600 00	4,681 10	241 66	800 00	23,322 76
Washington.....	46,458	325	32,500 00	7,599 22	392 30	.....	40,491 52
Wayne.....	48,262	302	30,200 00	7,894 31	407 53	.....	38,501 84
Westchester.....	113,687	418	41,800 00	18,596 00	960 00	2,400 00	63,756 00
Yonkers.....	31,419	82	8,200 00	5,139 26	265 31	800 00	14,404 57
Wyoming.....	31,518	226	22,600 00	5,106 39	263 61	.....	27,970 00
Yates.....	20,801	131	13,100 00	3,402 46	175 65	.....	16,678 11
Salaries of school commissioners.....	.....	.....	.....	.....	.....	115,500 00	115,500 00
Indians.....	5,064	29	.....	.....	.....	3,728 32	3,728 32
Contingent fund balance.....	.....	.....	.....	.....	.....	3,920 21	3,920 21
Total.....	6,518,408	25,443	\$2,541,400 00	\$1,065,400 00	\$55,000 00	\$198,700 00	\$3,860,500 00

TABLE No. 4.

Abstract of the Statistical Reports of School Commissioners of the State of New York for the year ending July 25, 1893.

COUNTIES, TOWNS AND CITIES.	Number of districts.	1. Number of licensed teachers employed at the same time for 32 weeks or more.	2. Number of children be- tween 5 and 21 years of age residing in dis- trict June 30, 1893.	3. Number of private schools.	4. Number of pupils attend- ing private schools.	5. Average number of weeks school was kept by teachers duly licensed.	7. TEACHERS.				8. Number of graduates from a normal school.	9. Number ever attended a normal school without graduating.	19. Number of inspections by commissioners.	
							LICENSED BY							
							Local officers.	State Supt.	Normal schools.	Males.				Females.
Albany, First Commissioner district.....	44	50	2,804	1	.....	38.2	34	4	15	15	38	17	83
Second Commissioner district.....	55	55	1,474	.....	.....	33.0	72	....	4	19	57	3	88
Third Commissioner district.....	52	100	8,663	5	.....	38.5	86	....	21	23	88	20	64
City.....	21	288	32,138	40	6,000	40.0	230	10	48	23	265	48	.....
Cohoes.....	11	72	10,243	3	2,000	40.6	48	3	7	1	57	7	.....
Allegany, First Commissioner district.....	133	155	4,828	.....	.....	33.1	232	5	13	44	206	13	139
Second Commissioner district.....	120	174	7,104	1	20	34.3	229	2	31	34	228	34	132	
Broome, First Commissioner district.....	116	133	3,614	.....	.....	33.5	208	3	13	32	192	15	199
Second Commissioner district.....	98	124	3,680	.....	.....	33.2	176	1	16	33	160	19	140
Binghamton.....	15	139	9,648	5	531	40.0	100	8	35	8	135	35	.....
Cattaraugus, First Commissioner district.....	140	214	9,667	2	489	33.8	295	10	34	51	288	34	104	
Second Commissioner district.....	147	220	8,136	1	249	34.5	323	3	17	43	300	27	82	
Cayuga, First Commissioner district.....	104	135	4,738	.....	.....	34.0	209	3	4	40	176	5	164
Second Commissioner district.....	130	149	4,672	.....	.....	34.5	195	2	29	54	172	25	183
Auburn.....	15	101	7,689	5	1,350	37.4	101	2	4	5	102	4	.....
Chautauqua, First Commissioner district.....	92	116	3,637	.....	.....	32.8	185	2	15	26	176	13	129
Second Commissioner district.....	97	134	5,809	2	55	35.5	145	1	53	34	165	52	93	
Third Commissioner district.....	95	119	3,946	.....	.....	34.6	171	11	10	51	141	9	.....
Dunkirk.....	9	45	3,550	3	636	40.0	35	1	9	1	44	9	.....
Jamestown.....	12	81	4,079	3	278	38.8	82	5	5	3	89	5	.....
Chemung, towns.....	114	134	4,614	.....	.....	35.0	175	3	7	25	160	8	137
Elmira.....	10	114	8,500	5	300	40.0	61	....	53	6	108	53	.....
Chenango, First Commissioner district.....	138	173	5,116	1	37	33.4	267	5	8	58	222	13	161	
Second Commissioner district.....	134	155	4,154	.....	.....	34.2	167	9	9	36	149	2	166
Clinton, First Commissioner district.....	92	144	7,906	5	384	34.6	177	3	12	25	167	12	199	
Second Commissioner district.....	113	130	6,682	3	179	33.0	174	2	10	38	148	11	192	

TABLE No. 4—(Continued).

COUNTIES. TOWNS AND CITIES.	Number of districts.	1. Number of licensed teachers employed at the same time for 32 weeks or more.	2. Number of children between 5 and 21 years of age residing in district June 30, 1893.	3. Number of private schools.	4. Number of pupils attending private schools.	5. Average number of weeks school was kept by teachers duly licensed.	7. TEACHERS.					8. Number of graduates from a normal school.	9. Number ever attended a normal school without graduating.	19. Number of inspections by commissioners.
							LICENSED BY							
							Local officers.	State Supt.	Normal schools.	Males.	Females.			
Oneida, Fourth Commissioner district.....	128	148	4,293	.....	.....	33.4	221	2	3	42	184	4	5	207
Utica.....	20	168	15,500	25	1,550	38.0	176	....	5	6	175	5	.....	.....
Rome.....	8	39	3,000	3	250	37.6	32	3	8	5	38	8	1	.....
Onondaga, First Commissioner district.....	85	126	5,877	.....	.....	36.9	141	9	9	23	136	15	3	145
Second Commissioner district.....	86	121	4,721	.....	.....	34.4	143	4	15	40	122	17	15	176
Third Commissioner district.....	98	141	4,928	.....	.....	35.7	172	1	17	34	156	17	26	210
Syracuse.....	23	310	26,000	15	3,200	39.0	268	30	12	16	294	12	.....	.....
Ontario, First Commissioner district.....	88	141	7,178	3	588	35.5	148	1	20	29	140	20	25	176
Second Commissioner district.....	106	150	5,763	3	297	35.1	186	2	25	37	176	25	43	203
Orange, First Commissioner district.....	69	109	7,331	6	45	39.1	86	6	23	21	94	23	14	121
Second Commissioner district.....	109	185	11,375	3	75	37.8	180	14	22	37	179	29	21	82
Newburgh.....	7	83	7,108	11	1,388	38.8	78	....	26	8	96	26	1	.....
Middletown.....	6	39	3,275	3	297	40.0	30	....	10	1	39	10	2	.....
Orleans.....	126	185	8,477	4	155	36.4	215	2	24	57	184	17	41	368
Oswego, First Commissioner district.....	95	128	5,287	.....	.....	34.9	164	2	20	24	162	19	21	194
Second Commissioner district.....	86	110	3,600	.....	.....	34.7	173	6	4	24	159	6	8	130
Third Commissioner district.....	112	135	4,156	.....	.....	33.5	138	3	13	24	130	10	10	207
City.....	14	72	7,900	4	1,372	39.0	1	....	72	3	70	72	1	.....
Otsego, First Commissioner district.....	149	181	5,586	1	12	34.2	274	6	12	77	215	13	27	274
Second Commissioner district.....	163	204	6,481	2	21	33.7	290	4	16	81	229	21	67	188
Putnam.....	59	77	3,527	1	9	37.8	54	3	20	21	56	20	4	63
Queens, First Commissioner district.....	41	149	13,439	13	94	40.4	93	6	56	28	127	61	4	101
Second Commissioner district.....	49	195	18,789	24	783	39.2	108	40	67	33	182	96	4	81
Long Island City.....	8	125	10,500	5	400	38.8	117	5	19	7	134	19	.....	.....
Rensselaer, First Commissioner district.....	88	169	9,005	7	41	37.5	168	5	17	20	170	14	16	85
Second Commissioner district.....	89	128	7,926	.....	.....	36.8	126	3	26	36	119	26	6	170
Troy.....	16	171	22,000	20	3,000	39.6	167	8	1	13	163	1	.....	.....
Richmond.....	28	141	16,399	13	649	41.4	108	25	18	34	117	35	39	13
Rockland.....	47	115	9,880	7	53	40.0	73	5	39	30	87	38	4	54
St. Lawrence, First Commissioner district.....	156	193	6,405	2	92	32.9	254	5	22	34	247	22	33	211

Second Commissioner district	180	208	7,182	.....	33.4	326	3	20	44	305	20	72	198
Third Commissioner district.....	156	186	7,500	.....	33.3	262	1	53	50	266	50	106	98
Ogdensburg	10	40	4,325	.....	40.0	35	3	2	3	37	2	2	.....
Saratoga, First Commissioner district.....	101	153	7,794	96	35.7	158	3	29	19	171	29	21	147
Second Commissioner district	111	183	7,415	.....	35.5	207	8	21	32	204	35	.....	199
Schenectady, towns.....	60	70	3,087	.....	35.4	73	1	6	18	62	5	.....	160
City	6	56	5,900	1,200	37.6	58	.....	2	2	58	2	.....	.....
Schoharie, First Commissioner district.....	98	114	3,282	.....	33.6	103	2	9	45	69	4	.....	188
Second Commissioner district	98	117	3,732	.....	33.9	158	14	5	78	99	13	.....	102
Schuyler	108	127	4,196	.....	34.2	197	3	6	55	151	8	.....	100
Seneca.....	95	144	6,766	.....	36.9	167	7	4	40	138	7	.....	186
Steuben, First Commissioner district.....	129	179	6,949	165	34.4	256	5	15	63	213	15	.....	87
Second Commissioner district	125	180	7,699	.....	35.0	229	7	9	43	202	20	.....	213
Third Commissioner district.....	126	180	8,210	.....	34.4	267	1	7	51	224	20	.....	64
Suffolk, First Commissioner district.....	69	111	6,157	.....	36.9	72	5	34	31	80	42	.....	81
Second Commissioner district	82	170	10,739	.....	37.9	73	4	93	31	139	97	.....	86
Sullivan, First Commissioner district.....	93	104	4,844	30	34.5	115	.....	5	41	82	7	.....	69
Second Commissioner district	91	106	5,102	.....	33.8	127	.....	8	44	89	6	.....	100
Tioga	150	223	7,940	.....	36.0	289	6	12	47	260	13	.....	135
Tompkins, First Commissioner district.....	73	82	2,266	.....	32.8	108	2	6	20	96	7	.....	126
Second Commissioner district	81	95	2,887	.....	34.1	110	.....	22	28	104	24	.....	119
Ithaca	6	38	2,900	.....	38.4	33	0	8	2	39	8	.....	.....
Ulster, First Commissioner district.....	44	127	11,748	375	40.1	99	6	22	32	95	22	.....	184
Second Commissioner district	88	118	8,723	844	38.2	79	3	36	27	91	36	.....	86
Third Commissioner district.....	100	128	6,486	187	36.0	144	5	10	37	122	11	.....	129
Warren	131	176	8,324	6	33.3	260	2	10	43	229	13	.....	93
Washington, First Commissioner district	111	154	6,166	.....	33.8	206	4	18	30	198	16	.....	178
Second Commissioner district	121	171	7,080	.....	34.1	249	5	18	37	235	18	.....	196
Wayne, First Commissioner district.....	114	170	7,600	.....	36.2	226	4	41	63	208	41	.....	176
Second Commissioner district	101	132	6,219	.....	35.5	168	5	11	36	148	11	.....	123
Westchester, First Commissioner district	21	189	15,776	8	41.2	101	20	81	24	178	102	.....	21
Second Commissioner district	40	114	9,423	3,225	40.2	65	8	41	14	100	41	.....	55
Third Commissioner district	80	115	6,940	587	37.9	79	3	33	21	94	35	.....	96
Yonkers	8	82	10,400	193	37.8	34	6	44	4	80	44	.....	.....
Wyoming, First Commissioner district.....	92	129	5,202	1,669	34.5	162	2	13	28	149	4	.....	140
Second Commissioner district	78	97	3,126	125	34.0	139	2	15	27	129	15	.....	139
Yates	103	131	5,203	228	35.4	195	2	4	44	157	4	.....	180
Total for towns.....	11,161	15,602	725,594	14,663	35.3	18,481	516	2,317	4,085	17,229	2,537	2,228	15,890
Total for cities.....	617	9,812	1,166,794	156,238	39.0	10,059	383	720	983	10,179	720	142	.....
Total for State.....	11,778	25,414	1,892,388	170,901	36.7	28,540	899	3,037	5,068	27,408	3,257	2,370	15,890

TABLE No. 4 — (Continued).

COUNTIES. TOWNS AND CITIES.	NUMBER OF CHILDREN ATTENDING SCHOOL DURING THE YEAR.			AVERAGE DAILY ATTENDANCE DURING THE YEAR.			WHOLE NUMBER OF DAYS OF AT- TENDANCE AT THE SCHOOL DURING THE YEAR.		
	10.	11.	12.	13.	14.	15.	16.	17.	18.
	Residing in the district.	Residing in other districts.	Total.	Of children residing in the district.	Of chil- dren re- siding in other districts.	Total.	Of children residing in the district.	Of chil- dren re- siding in other districts.	Total.
Albany, First Commissioner district.....	1,948	55	2,003	1,014,124	25,259	1,039,383	188,318	4,202	192,520
Second Commissioner district.....	1,140	62	1,202	540,561	18,355	558,916	87,677	2,923	90,600
Third Commissioner district.....	4,516	199	4,715	2,648,151	102,671	2,750,822	509,573	19,982	529,555
City.....	13,565	.....	13,565	9,889,000	.....	9,889,000	1,829,174	.....	1,829,174
Cohoes.....	3,041	.....	3,041	1,771,000	.....	1,771,000	359,513	.....	359,513
Allegany, First Commissioner district.....	4,032	289	4,341	2,353,372	126,729	2,480,101	386,495	22,152	408,647
Second Commissioner district.....	5,625	562	6,187	3,366,460	272,612	3,639,072	574,348	49,704	624,052
Broome, First Commissioner district.....	3,054	209	3,263	1,765,940	137,140	1,903,080	277,534	20,401	297,935
Second Commissioner district.....	3,018	194	3,242	1,725,387	80,998	1,806,385	302,781	14,359	317,140
Binghamton.....	5,960	.....	5,960	4,504,010	.....	4,504,000	880,296	.....	880,296
Cattaraugus, First Commissioner district.....	7,357	362	7,719	4,588,690	126,144	4,784,834	820,634	92,310	842,944
Second Commissioner district.....	6,220	353	6,573	3,802,370	150,108	3,952,478	671,139	26,870	698,009
Cayuga, First Commissioner district.....	3,597	310	3,907	2,081,242	175,622	2,256,864	351,714	29,955	381,669
Second Commissioner district.....	3,747	261	4,008	2,201,866	129,139	2,331,005	369,685	20,613	39,298
Auburn.....	3,514	.....	3,514	2,829,127	.....	2,829,127	531,756	.....	531,716
Chautauqua, First Commissioner district.....	2,940	273	3,213	1,662,819	111,359	1,774,178	275,569	19,669	295,238
Second Commissioner district.....	4,113	329	4,442	2,434,479	163,299	2,597,778	422,974	27,793	450,767
Third Commissioner district.....	3,203	254	3,457	1,840,405	122,746	1,963,151	322,261	21,974	344,235
Dunkirk.....	1,371	.....	1,371	1,049,717	.....	1,049,717	200,496	.....	200,496
Janestown.....	3,354	.....	3,354	2,511,000	.....	2,511,000	484,661	.....	484,661
Cheunung, towns.....	3,700	176	3,876	2,119,913	99,236	2,219,149	366,187	13,116	379,303
Elmira.....	5,054	.....	5,054	3,965,000	.....	3,965,000	776,951	.....	776,951
Chenango, First Commissioner district.....	4,193	345	4,538	2,264,010	163,959	2,427,969	397,461	28,217	425,678
Second Commissioner district.....	3,329	178	3,507	1,873,593	83,671	1,957,264	308,360	14,695	323,055
Clinton, First Commissioner district.....	5,401	235	5,636	2,826,742	97,891	2,924,633	487,360	17,722	505,082
Second Commissioner district.....	4,938	197	5,135	2,335,976	66,476	2,402,452	370,275	11,049	381,324
Columbia, First Commissioner district.....	2,682	91	2,773	1,356,141	36,706	1,392,847	251,263	6,712	257,975
Second Commissioner district.....	3,829	226	4,055	2,102,510	123,558	2,226,068	373,259	21,810	395,069
Hudson.....	1,278	.....	1,278	933,000	.....	933,000	185,749	.....	185,749
Cortland, First Commissioner district.....	3,069	97	3,166	1,905,817	53,232	1,959,049	338,362	9,746	348,108
Second Commissioner district.....	2,044	97	2,141	1,188,351	40,687	1,229,038	196,157	6,329	202,486

Delaware, First Commissioner district.....	5,646	5,994	3,202,095	156,597	3,358,692	541,673	28,494	570,167
Second Commissioner district.....	4,116	4,374	2,234,981	92,970	2,227,951	378,450	16,058	394,508
Dutchess, First Commissioner district.....	6,192	6,192	3,276,181	.....	3,276,181	608,931	.....	608,931
Second Commissioner district.....	3,309	3,420	1,658,047	.....	1,712,315	314,414	8,937	323,351
Poughkeepsie	2,888	2,888	2,100,000	.....	2,100,000	405,300	.....	405,300
Erie, First Commissioner district.....	6,035	6,315	3,409,312	158,245	3,567,557	615,267	27,179	642,446
Second Commissioner district.....	4,766	5,103	2,809,970	189,350	2,999,320	482,876	33,856	516,732
Third Commissioner district.....	3,189	3,420	1,909,879	134,541	2,044,420	323,811	17,281	341,092
Buffalo	39,579	26,062,000	.....	.....	26,062,000	5,010,764	.....	5,010,764
Essex, First Commissioner district.....	3,388	3,572	1,668,053	76,413	1,744,466	274,116	13,341	287,457
Second Commissioner district.....	4,502	4,737	2,405,805	100,629	2,506,434	418,241	18,169	436,410
Franklin, First Commissioner district.....	4,451	4,789	2,448,800	180,300	2,629,100	398,612	31,619	430,231
Second Commissioner district.....	4,404	4,561	2,363,704	71,651	2,435,355	368,929	10,990	379,919
Fulton, towns	4,740	4,867	2,893,448	38,203	2,931,651	491,524	6,724	498,248
Gloversville	2,864	2,864	1,978,000	.....	1,978,000	381,737	.....	381,737
Genesee	6,264	6,566	3,712,623	142,740	3,855,363	665,721	26,693	692,414
Greene, First Commissioner district.....	3,201	3,363	1,765,613	82,906	1,848,519	309,097	15,126	324,223
Second Commissioner district.....	2,622	2,711	1,383,685	44,278	1,427,963	235,632	6,075	241,707
Hamilton	1,029	1,059	555,263	12,790	568,053	84,554	1,357	85,911
Herkimer, First Commissioner district	4,578	4,780	2,812,157	85,473	2,897,630	512,324	15,635	527,959
Second Commissioner district.....	3,916	4,172	2,362,484	129,501	2,491,985	423,310	23,062	446,272
Jefferson, First Commissioner district.....	3,126	3,404	1,735,721	117,112	1,852,833	295,694	20,391	316,085
Second Commissioner district.....	3,913	4,211	2,250,835	157,837	2,408,672	369,160	20,487	389,647
Third Commissioner district.....	4,108	4,263	2,475,936	66,367	2,542,303	409,694	11,466	421,160
Watertown	2,751	2,751	1,806,000	.....	1,806,000	346,000	.....	346,000
Kings, towns.....	4,873	4,977	2,838,506	52,130	2,890,636	527,962	8,427	536,389
Brooklyn	131,514	131,514	86,159,000	.....	86,159,000	16,216,109	.....	16,216,109
Lewis, First Commissioner district.....	2,459	2,660	1,267,760	74,176	1,341,936	199,543	12,042	211,585
Second Commissioner district.....	3,780	3,937	2,041,647	50,264	2,091,911	327,720	8,353	336,073
Livingston, First Commissioner district.....	3,708	3,965	2,245,600	153,860	2,399,460	377,503	25,854	403,357
Second Commissioner district.....	3,171	3,402	1,711,894	103,883	1,815,777	212,234	18,541	230,775
Madison, First Commissioner district.....	3,479	3,942	2,113,489	194,881	2,308,370	356,445	34,960	391,405
Second Commissioner district.....	4,289	4,646	2,922,169	174,914	3,097,083	514,018	31,838	545,856
Monroe, First Commissioner district.....	5,141	5,589	2,880,051	243,248	3,123,299	523,170	43,926	567,096
Second Commissioner district.....	5,118	5,385	2,950,799	147,431	3,098,230	515,052	24,091	539,143
Rochester	19,592	19,592	14,864,000	.....	14,864,000	2,854,800	.....	2,854,800
Montgomery.....	7,669	7,952	4,510,015	136,940	4,646,955	851,135	26,116	877,251
New York.....	251,970	251,970	166,610,000	.....	166,610,000	31,171,761	.....	31,171,761
Niagara, First Commissioner district	4,097	4,245	2,339,096	67,959	2,407,055	421,035	13,206	434,241
Second Commissioner district.....	3,575	3,737	1,900,482	63,247	1,963,729	328,724	11,066	339,790
Lockport.....	2,832	2,832	2,259,520	.....	2,259,520	442,867	.....	442,867
Niagara Falls	2,157	2,157	1,318,769	.....	1,318,769	257,160	.....	257,160
Oneida, First Commissioner district.....	2,499	2,609	1,437,832	48,140	1,485,972	257,403	8,942	266,345
Second Commissioner district.....	4,135	4,384	2,359,456	155,637	2,515,093	414,393	23,495	437,888
Third Commissioner district	2,864	2,992	2,066,612	57,051	2,123,663	263,365	8,442	271,807
Fourth Commissioner district.....	3,510	3,865	1,979,286	121,300	2,100,586	334,872	22,157	357,029
Utica.....	7,261	7,261	4,671,280	.....	4,671,280	814,000	.....	814,000
Rome.....	1,782	1,782	1,188,830	.....	1,188,830	223,501	.....	223,501
Onondaga, First Commissioner district.....	4,088	4,398	2,548,817	147,062	2,695,879	467,811	27,797	495,608
Second Commissioner district.....	3,552	3,818	2,122,556	182,325	2,304,881	374,765	34,772	409,537
Third Commissioner district.....	3,914	4,234	2,337,419	155,986	2,493,405	410,703	29,970	440,673
Syracuse	14,380	14,380	11,547,000	.....	11,547,000	2,251,665	.....	2,251,665

TABLE No. 4 — (Continued).

COUNTIES. TOWNS AND CITIES.	NUMBER OF CHILDREN ATTENDING SCHOOL DURING THE YEAR.			AVERAGE DAILY ATTENDANCE DURING THE YEAR.			WHOLE NUMBER OF DAYS OF ATTEND- ANCE AT THE SCHOOL DURING THE YEAR.		
	10.	11.	12.	13.	14.	15.	16.	17.	18.
	Residing in the district.	Residing in other districts.	Total.	Of children residing in the district.	Of children residing in other dis- tricts.	Total.	Of children residing in the district.	Of children residing in other dis- tricts.	Total.
Ontario, First Commissioner district.....	5,055	200	5,255	2,862.198	93,460	2,955.658	503,886	17,404	521,290
Second Commissioner district,.....	4,088	352	4,440	2,508.921	197,568	2,706.489	428,343	36,699	465,042
Orange, First Commissioner district.....	4,809	201	5,010	2,749.743	103,832	2,853.575	517,671	19,658	537,329
Second Commissioner district.....	7,253	223	7,476	4,251.285	114,097	4,365.382	800,703	21,677	822,380
Newburgh.....	3,617	.....	3,617	2,574.175	.....	2,574.175	499,399	.....	499,399
Middletown.....	1,974	.....	1,974	1,391.920	.....	1,391.920	267,259	.....	267,259
Orleans.....	6,075	454	6,529	3,605.482	198,866	3,804.348	646,099	37,615	683,714
Oswego, First Commissioner district.....	4,217	293	4,510	2,452.617	142,490	2,595.107	428,401	25,970	454,371
Second Commissioner district.....	2,861	255	3,116	1,646.462	113,806	1,760.268	288,525	20,644	309,169
Third Commissioner district.....	3,305	338	3,643	1,934.998	132,991	2,067.989	316,781	24,169	340,950
City.....	3,271	.....	3,271	2,393.000	.....	2,393.000	466,610	.....	466,610
Otsego, First Commissioner district.....	4,440	403	4,843	2,512.937	185,966	2,698.903	428,316	33,460	461,806
Second Commissioner district.....	5,143	400	5,543	2,909.493	166,752	3,076.245	517,518	27,976	545,494
Putnam.....	2,610	85	2,695	1,463.310	41,925	1,505.235	262,519	7,014	269,533
Queens, First Commissioner district.....	7,178	260	7,438	4,019.465	134,828	4,154.293	780,039	25,289	805,328
Second Commissioner district.....	11,024	267	11,291	20,079.251	149,132	20,228.383	1,270,957	27,061	1,298,018
Long Island City.....	8,099	.....	8,099	5,210.000	.....	5,210.000	853,303	.....	853,303
Reusselaer, First Commissioner district.....	5,996	121	6,117	3,705.009	55,972	3,760.981	669,888	9,246	679,134
Second Commissioner district.....	4,870	68	4,938	2,978.002	30,863	2,828.865	503,271	5,451	508,722
Troy.....	6,675	.....	6,675	4,584.000	.....	4,584.000	873,343	.....	873,343
Richmond.....	7,524	506	8,030	4,466.608	266,951	4,733.559	876,033	55,865	931,898
Rockland.....	6,225	182	6,407	3,808.932	103,692	3,412.624	633,438	19,629	653,067
St. Lawrence, First Commissioner district...	5,049	198	5,247	2,972.769	99,833	3,072.602	486,818	17,648	504,466
Second Commissioner district.....	5,537	433	5,970	3,163.175	209,189	3,372.364	512,371	35,833	548,204
Third Commissioner district.....	5,464	316	5,780	2,779.127	128,441	2,907.568	462,788	23,562	486,350
Ogdensburg.....	1,641	.....	1,641	1,073.000	.....	1,073.000	204,963	.....	204,963
Saratoga, First Commissioner district.....	5,085	205	5,290	3,092.262	85,922	3,178.184	552,707	15,370	568,077
Second Commissioner district.....	5,968	262	6,230	3,490.382	130,367	3,620.749	645,872	24,310	670,182
Schoharie, First Commissioner district.....	2,210	44	2,254	1,176.219	11,841	1,188.060	201,277	1,839	203,116
Schoharie, First Commissioner district.....	2,796	.....	2,796	2,004.000	.....	2,004.000	376,716	.....	376,716
City.....	2,917	155	3,072	1,515.949	6,679	1,522.628	240,226	6,985	247,211
Second Commissioner district.....	3,037	258	3,295	1,659.896	110,156	1,770.052	278,437	20,246	298,683

Schuyler	3,237	192	3,429	1,839,528	77,578	1,917,106	317,814	13,736	331,550
Seneca	4,502	288	4,790	2,755,534	157,996	2,913,530	503,844	29,542	533,386
Steuben, First Commissioner district	5,257	404	5,661	3,000,027	176,423	3,176,450	532,526	33,648	566,174
Second Commissioner district	6,042	327	6,399	3,442,670	147,212	3,589,882	605,562	25,844	631,406
Third Commissioner district	6,145	273	6,418	3,296,403	86,110	3,382,513	600,057	15,464	615,521
Suffolk, First Commissioner district	4,284	118	4,402	2,706,512	76,585	2,783,097	486,157	13,937	500,094
Second Commissioner district	7,354	265	7,619	4,224,868	153,059	4,377,927	800,151	28,953	829,104
Sullivan, First Commissioner district	3,603	119	3,722	1,865,519	44,051	1,909,570	311,478	7,709	319,187
Second Commissioner district	3,900	152	4,052	1,907,220	40,589	1,947,809	312,461	7,533	319,994
Tioga	6,005	463	6,468	3,657,434	215,422	3,872,856	673,658	40,873	714,531
Tompkins, First Commissioner district	1,851	163	2,014	1,040,939	74,838	1,115,777	175,421	14,070	189,491
Second Commissioner district	2,356	220	2,576	1,398,862	92,860	1,491,722	241,164	17,026	258,190
Ithaca	2,010	.....	2,010	1,524,600	.....	1,524,600	288,763	.....	288,763
Ulster, First Commissioner district	6,418	293	6,711	3,772,455	166,943	3,939,398	737,187	32,971	770,158
Second Commissioner district	6,686	188	5,874	2,844,591	62,621	2,907,212	507,538	12,162	519,700
Third Commissioner district	4,619	76	4,695	2,570,299	32,858	2,603,157	451,989	6,348	458,337
Warren	5,483	222	5,705	2,979,440	66,313	3,045,753	498,826	11,600	510,426
Washington, First Commissioner district	4,561	414	4,975	2,579,009	195,779	2,774,788	450,848	35,998	468,846
Second Commissioner district	5,543	360	5,903	3,039,839	172,493	3,212,332	523,593	30,580	554,173
Wayne, First Commissioner district	5,765	373	6,138	3,269,471	198,585	3,468,056	604,027	38,197	642,224
Second Commissioner district	4,832	340	5,172	2,794,843	157,974	2,952,817	481,627	28,799	510,426
Westchester, First Commissioner district	8,876	195	9,071	5,699,509	105,820	5,805,329	1,097,490	18,683	1,116,173
Second Commissioner district	4,929	165	5,094	2,972,866	87,120	3,059,986	573,430	16,138	589,568
Third Commissioner district	4,414	156	4,570	2,601,116	84,379	2,685,495	492,124	16,863	508,977
Yonkers	3,844	.....	3,844	2,780,317	.....	2,780,317	525,480	.....	525,480
Wyoming, First Commissioner district	3,892	324	4,216	2,443,620	164,380	2,608,000	410,641	31,174	441,815
Second district	2,522	267	2,729	1,667,000	87,620	1,754,620	252,176	15,959	268,135
Yates	3,835	228	4,063	2,107,916	96,092	2,204,008	385,766	18,058	403,824
Total for towns	505,012	27,582	532,594	303,578,979	12,967,521	316,546,500	51,229,738	2,321,713	53,551,451
Total for cities	550,634	.....	550,634	371,550,655	.....	371,550,655	69,980,096	.....	69,980,096
Total for State	1,055,646	27,582	1,083,228	675,129,634	12,967,521	688,097,155	121,209,834	2,321,713	123,531,547

TABLE No. 4 — (Continued).

COUNTIES. TOWNS AND CITIES.	ARBOR DAY.		DISTRICT LIBRARIES.		SCHOOLHOUSES.				23.			
	Number of districts re- porting.	Number of trees planted.	20.		21.	22.				Value of schoolhouse site.		
			Number of volumes in district library.	Value of library.		Log.	Frame.	Brick.	Stone.		Total.	
Albany, First Commissioner district.....	37	77	1,221	\$571	10	.....	31	12	1	44	\$8,100	\$55,750
Second Commissioner district.....	41	105	1,016	352	21	.....	51	2	2	55	3,070	19,600
Third Commissioner district.....	31	63	5,763	5,084	32	.....	34	19	3	56	29,635	140,985
City.....	.....	.....	7,300	8,590	.....	.....	.....	21	.....	21	183,000	1,026,000
Cohoes.....	.....	.....	205	218	.....	.....	2	9	.....	11	27,600	90,800
Allegany, First Commissioner district....	92	204	2,874	1,597	51	.....	132	1	.....	133	10,912	91,182
Second Commissioner district.....	91	197	3,066	3,096	43	.....	115	5	.....	120	23,105	164,015
Broome, First Commissioner district.....	90	132	2,335	1,498	1	.....	114	1	.....	115	7,930	75,440
Second Commissioner district.....	54	99	2,709	2,337	39	.....	93	1	.....	94	10,979	52,325
Binghamton.....	.....	33	8,041	10,662	.....	.....	2	13	.....	15	65,810	311,000
Cattaraugus, First Commissioner district.	169	275	7,548	6,542	53	.....	141	8	.....	149	44,250	249,855
Second Commissioner district.....	107	244	4,518	4,617	41	.....	141	10	.....	151	22,700	230,670
Cayuga, First Commissioner district.....	86	144	2,445	2,156	26	.....	78	22	5	105	11,715	83,170
Second Commissioner district.....	102	170	4,745	2,320	.....	.....	116	11	3	130	14,470	85,300
Auburn.....	.....	6	850	750	.....	.....	.....	15	.....	15	79,000	264,000
Chautauqua, First Commissioner district.	76	130	2,453	2,459	35	.....	87	5	.....	92	9,174	97,044
Second Commissioner district.....	70	107	6,883	6,162	50	.....	85	11	.....	96	20,355	164,610
Third Commissioner district.....	81	121	2,469	1,363	26	.....	94	1	.....	95	11,003	71,483
Dunkirk.....	.....	90	534	367	.....	.....	2	7	.....	9	30,000	114,000
Jamestown.....	.....	.....	3,447	4,662	.....	.....	2	10	.....	12	85,000	223,500
Chenung, towns.....	103	232	2,576	1,413	35	.....	112	1	.....	113	14,425	85,423
Elmira.....	.....	3	3,291	2,710	.....	.....	1	6	.....	10	95,000	435,000
Chenango, First Commissioner district...	135	194	8,312	4,937	65	.....	133	2	.....	135	23,462	138,259
Second Commissioner district.....	138	186	5,409	2,591	.....	.....	132	2	.....	134	28,345	204,325
Clinton, First Commissioner district.....	63	111	4,690	2,709	27	.....	76	13	7	109	11,595	105,115
Second Commissioner district.....	67	140	3,145	1,728	52	.....	93	14	4	115	6,880	175,015
Columbia, First Commissioner district....	65	139	2,261	1,231	28	.....	70	3	.....	73	11,570	69,810
Second Commissioner district.....	81	112	5,680	4,506	30	.....	88	8	.....	96	17,870	110,908
Hudson.....	.....	3	4,823	3,600	.....	.....	.....	2	.....	2	12,000	35,000

Cortland, First Commissioner district.....	65	58	1,888	1,340	26	.....	80	3	1	84	21,760	81,450
Second Commissioner district.....	65	67	4,290	2,353	30	.....	74	3	.....	77	9,590	81,325
Delaware, First Commissioner district.....	130	159	5,454	4,684	41	.....	181	2	.....	183	20,436	163,671
Second Commissioner district.....	132	223	4,257	1,457	66	.....	166	1	2	169	14,648	89,408
Dutchess, First Commissioner district.....	111	190	4,819	1,450	57	.....	120	8	.....	128	24,946	197,216
Second Commissioner district.....	64	74	3,502	2,534	36	.....	62	8	.....	70	18,425	92,775
Poughkeepsie .....	.....	.....	17,882	23,984	.....	.....	1	10	.....	11	27,000	146,605
Erie, First Commissioner district.....	49	100	9,430	7,033	60	.....	66	26	5	97	37,842	164,175
Second Commissioner district.....	90	233	7,541	5,229	55	.....	84	16	.....	100	18,475	140,835
Third Commissioner district.....	77	94	3,094	1,786	30	.....	83	1	.....	84	8,475	79,745
Buffalo .....	.....	44	34,621	28,307	.....	.....	9	52	.....	61	570,027	1,587,600
Essex, First Commissioner district.....	76	160	2,687	2,978	31	.....	83	7	1	91	7,378	67,568
Second Commissioner district.....	76	231	2,725	1,933	19	.....	85	7	2	94	10,055	83,425
Franklin, First Commissioner district.....	58	123	6,564	7,046	17	.....	94	5	2	105	21,156	136,396
Second Commissioner district.....	58	116	1,859	1,344	20	.....	85	4	2	96	8,403	70,950
Fulton, towns	87	206	7,640	3,717	40	.....	104	7	.....	111	24,857	132,272
Gloversville.....	.....	2	722	833	.....	.....	2	6	.....	8	24,300	210,300
Genesee	114	295	13,987	12,904	51	.....	114	12	13	139	43,550	309,990
Greene, First Commissioner district.....	59	110	1,746	661	30	.....	67	6	2	75	12,265	99,865
Second Commissioner district.....	53	65	1,095	754	3	.....	72	3	2	77	11,950	62,600
Hamilton.....	26	33	193	85	.....	.....	37	.....	.....	38	1,745	22,790
Herkimer, First Commissioner district ..	36	64	3,276	2,110	35	.....	89	7	3	99	48,680	196,860
Second Commissioner district.....	83	125	4,429	3,377	30	.....	80	10	7	97	19,595	126,610
Jefferson, First Commissioner district.....	54	71	1,886	952	42	.....	108	.....	8	116	10,315	83,740
Second Commissioner district.....	71	139	3,631	1,765	47	.....	107	1	6	114	17,375	118,480
Third Commissioner district.....	62	96	2,370	1,545	45	.....	108	9	14	126	16,440	112,405
Watertown.....	.....	.....	4,010	4,010	.....	.....	.....	4	1	10	13,000	143,000
Kings, towns	14	40	8,390	5,873	15	.....	17	3	.....	20	81,900	283,600
Brooklyn .....	.....	.....	19,000	22,000	.....	.....	4	99	.....	103	1,289,550	7,369,208
Lewis, First Commissioner district.....	80	133	2,272	722	36	.....	98	2	.....	100	5,655	46,382
Second Commissioner district.....	71	160	2,417	1,722	31	.....	108	4	3	115	9,055	76,645
Livingston, First Commissioner district...	90	180	3,074	3,422	.....	.....	79	9	3	91	15,425	103,390
Second Commissioner district.....	71	50	3,247	5,078	25	.....	80	4	.....	93	10,960	97,970
Madison, First Commissioner district	109	115	5,161	4,172	62	.....	118	.....	3	121	13,940	90,300
Second Commissioner district.....	95	160	8,280	5,038	45	.....	89	10	1	100	16,525	133,660
Monroe, First Commissioner district.....	86	326	2,784	2,801	23	.....	59	34	5	98	31,035	172,720
Second Commissioner district.....	93	189	2,789	2,272	37	.....	76	26	14	116	25,340	137,095
Rochester .....	.....	.....	20,000	23,000	.....	.....	.....	36	.....	36	155,000	1,133,900
Montgomery	82	212	8,688	6,593	69	.....	98	16	7	121	70,075	293,720
New York .....	.....	.....	53,665	26,332	.....	.....	4	140	.....	144	6,573,431	17,006,217
Niagara, First Commissioner district.....	55	91	4,136	3,081	35	.....	44	21	9	74	42,850	175,775
Second Commissioner district.....	67	106	2,351	1,765	29	.....	61	24	9	94	14,050	73,800
Lockport.....	.....	87	800	1,000	.....	.....	.....	7	1	8	72,500	285,700
Niagara Falls.....	.....	8	4,300	2,500	.....	.....	.....	2	2	4	20,000	90,000
Oneida, First Commissioner district	50	71	5,217	2,285	36	.....	50	5	1	56	14,579	62,500
Second Commissioner district.....	89	111	4,739	4,251	37	.....	83	5	8	96	16,050	135,310
Third Commissioner district	86	112	2,549	1,092	33	.....	89	3	.....	92	7,890	61,945
Fourth Commissioner district.....	101	132	4,032	2,743	47	.....	122	1	5	128	8,341	64,931
Utica.....	.....	50	2,129	1,065	.....	.....	.....	20	.....	20	105,500	380,500
Rome .....	.....	2	1,679	1,143	.....	.....	2	6	.....	8	25,000	85,000

TABLE No. 4 — (Continued).

COUNTIES, TOWNS AND CITIES.	ARBOR DAY.		DISTRICT LIBRARIES.			SCHOOLHOUSES.				23.	
	Number of districts re- porting.	Number of trees planted.	20.		21.	22.				Value of schoolhouse site.	Value of schoolhouse and site.
			Number of volumes in district library.	Value of library.		Log.	Frame.	Brick.	Stone.		
Onondaga, First Commissioner district ...	76	106	5,513	3,589	District has case for library.	.....	67	20	.....	\$24,993	\$137,233
Second Commissioner district.....	72	147	3,943	3,582	35	.....	69	12	7	21,490	132,690
Third Commissioner district.....	82	117	4,874	4,169	44	.....	76	12	10	16,320	135,735
Syracuse.....	.....	.....	24,800	36,000	.....	.....	5	23	.....	235,000	1,015,000
Ontario, First Commissioner district.....	71	90	6,339	4,414	42	.....	55	31	6	17,985	174,540
Second Commissioner district.....	89	123	7,220	6,916	43	.....	97	11	5	32,230	222,430
Orange, First Commissioner district.....	51	56	7,874	3,714	48	.....	47	14	9	21,255	149,405
Second Commissioner district.....	91	151	13,243	10,591	60	.....	92	17	9	28,815	165,850
Newburgh.....	.....	.....	18,543	28,350	.....	.....	.....	7	.....	35,000	285,000
Middletown.....	.....	12	6,504	6,500	.....	.....	.....	6	.....	25,000	83,000
Orleans.....	103	104	9,351	6,008	89	.....	96	16	24	42,600	185,810
Oswego, First Commissioner district.....	76	96	2,328	1,754	37	.....	79	13	4	13,370	114,100
Second Commissioner district.....	54	100	3,055	2,403	34	.....	76	9	.....	7,905	72,070
Third Commissioner district.....	87	138	3,035	2,476	30	.....	107	5	1	11,010	82,800
City.....	.....	.....	5,844	5,844	.....	.....	6	7	1	27,140	171,140
Otsego, First Commissioner district.....	105	131	7,175	5,286	63	.....	143	3	3	26,665	136,470
Second Commissioner district.....	117	205	4,971	3,130	82	.....	159	2	1	23,069	125,930
Putnam.....	36	51	4,095	2,651	28	.....	54	5	.....	20,535	58,955
Queens, First Commissioner district.....	38	60	9,439	7,043	37	.....	43	3	.....	42,685	301,835
Second Commissioner district.....	49	95	11,309	7,357	41	.....	50	5	.....	105,110	452,820
Long Island City.....	.....	.....	1,100	1,100	.....	.....	2	6	.....	53,000	572,000
Rensselaer, First Commissioner district ..	64	103	7,275	3,562	42	.....	75	17	1	41,610	221,365
Second Commissioner district.....	66	103	3,881	1,444	58	.....	81	8	.....	15,011	96,281
Troy.....	.....	10	1,475	1,350	.....	.....	1	15	.....	81,600	464,600
Richmond.....	25	29	7,125	5,739	24	.....	19	10	.....	95,600	252,800
Rockland.....	36	56	8,148	4,766	37	1	39	6	.....	29,540	179,150
St. Lawrence, First Commissioner district ..	104	247	2,581	2,389	24	1	146	3	2	23,355	109,075
Second Commissioner district.....	127	294	2,992	1,520	50	3	155	18	3	17,105	136,325
Third Commissioner district.....	106	194	3,862	2,869	43	1	129	27	1	18,806	152,144
Ogdensburg.....	.....	6	3,879	3,465	.....	.....	1	7	2	16,888	96,888

Saratoga, First Commissioner district	85	110	4,631	4,045	35	.....	78	22	3	103	34,105	224,345
Second Commissioner district.....	104	187	5,650	3,795	32	.....	103	15	3	121	53,485	223,075
Schenectady, towns.....	52	148	1,175	449	20	.....	50	10	2	62	9,585	54,595
City .....	.....	.....	3,075	4,500	.....	.....	.....	6	.....	6	30,000	136,000
Schoharie, First Commissioner district...	97	94	25	10	.....	.....	95	3	.....	98	12,085	75,095
Second Commissioner district.....	65	155	1,923	909	37	.....	97	1	.....	98	9,670	88,870
Schuylcr	82	178	2,444	1,268	27	.....	107	2	1	110	14,945	80,825
Seneca	79	174	6,001	4,545	54	.....	63	36	1	100	20,965	138,155
Steuben, First Commissioner district	92	177	5,932	4,905	42	.....	124	2	3	129	30,790	172,655
Second Commissioner district.....	90	274	4,488	4,756	34	.....	123	7	.....	130	36,350	230,190
Third Commissioner district	99	258	4,108	3,565	35	.....	123	4	2	129	32,737	129,485
Suffolk, First Commissioner district	51	75	4,434	2,958	40	.....	54	6	.....	60	29,130	133,717
Second Commissioner district.....	71	135	11,709	6,638	71	.....	84	.....	.....	84	42,972	226,895
Sullivan, First Commissioner district.....	59	148	4,596	2,349	52	.....	90	2	1	93	8,784	63,731
Second Commissioner district.....	65	142	1,117	1,637	19	.....	91	.....	.....	91	6,880	57,670
Tioga.....	124	233	12,486	11,157	57	.....	153	6	.....	159	34,132	195,959
Tompkins, First Commissioner district ...	55	102	1,264	234	26	.....	70	2	1	73	7,230	57,425
Second Commissioner district.....	72	125	2,504	1,916	28	.....	78	2	.....	80	12,680	67,725
Ithaca.....	.....	3	1,843	1,600	.....	.....	2	4	.....	6	30,000	120,000
Ulster, First Commissioner district.....	41	86	8,251	6,359	26	.....	32	15	3	50	14,625	245,250
Second Commissioner district.....	76	104	5,018	2,150	65	.....	79	6	3	88	18,925	96,900
Third Commissioner district	83	198	3,356	1,535	46	.....	99	2	2	103	10,095	82,085
Warren	222	245	5,805	4,050	30	1	124	4	5	134	33,425	132,280
Washington, First Commissioner district.	71	111	5,267	5,646	49	.....	90	23	.....	113	16,405	157,535
Second Commissioner district.....	56	107	4,836	3,199	32	.....	101	23	3	127	20,048	125,465
Wayne, First Commissioner district	82	126	5,947	3,561	53	.....	91	13	10	114	30,775	202,530
Second Commissioner district.....	84	121	5,770	4,433	34	.....	79	15	7	101	20,865	153,040
Westchester, First Commissioner district.	18	29	17,312	11,750	21	.....	13	16	1	30	132,310	633,110
Second Commissioner district.....	39	29	12,132	8,531	33	.....	30	13	1	44	61,525	279,525
Third Commissioner district	55	52	5,967	2,905	44	.....	69	9	1	79	40,937	163,035
Yonkers.....	.....	10	2,000	2,000	.....	.....	1	7	.....	8	60,000	345,000
Wyoming, First Commissioner district ...	79	105	7,700	6,293	16	.....	87	5	.....	92	19,313	129,485
Second Commissioner district.....	69	77	1,682	1,787	14	.....	78	.....	.....	78	7,995	57,890
Yates.....	84	262	3,333	2,728	32	.....	93	11	4	108	19,988	118,414
Total for towns	8,783	15,604	557,698	398,391	4,183	34	10,047	1,002	315	11,398	\$2,698,596	\$15,781,647
Total for cities .....	.....	369	256,452	256,302	.....	.....	49	561	7	617	\$10,046,346	\$34,131,958
Total for State	8,783	15,973	814,150	654,693	4,183	34	10,096	1,563	322	12,015	\$12,744,942	\$49,913,605

TABLE No. 5.

Abstract of Financial Reports of School Commissioners for the year ending July 25, 1893.

RECEIPTS.

COUNTIES, TOWNS AND CITIES.	1. Amount on hand July 26, 1892.	2. Amount apportioned to district.	3. Proceeds of gospel and school lands.	4. Raised by tax.	5.		6. Total.
					FROM ALL OTHER SOURCES.		
					Teachers' board.	Other sources not named.	
Albany, First Commissioner district	\$1,031 71	\$6,987 19	.....	\$14,347 65	\$550 00	\$171 00	\$23,087 55
Second Commissioner district	301 44	6,566 91	.....	6,280 37	210 00	10 00	13,368 72
Third Commissioner district	5,013 88	15,342 21	.....	34,931 76	.....	5,195 34	60,483 19
City	98,087 69	46,559 50	.....	184,750 00	.....	6,706 73	236,103 92
Cohoes	15,043 72	12,133 63	.....	38,699 39	.....	41 27	65,918 01
Allegany, First Commissioner district	2,718 41	18,693 39	.....	21,892 67	799 03	2,201 14	46,304 64
Second Commissioner district	23,938 54	22,534 96	\$32 39	43,738 04	83 00	5,739 96	96,066 89
Broome, First Commissioner district	3,943 54	15,656 07	128 00	21,347 17	173 00	2,235 47	43,483 25
Second Commissioner district	3,124 54	14,897 69	2 00	19,183 65	.....	957 54	38,165 42
Binghamton	10,146 38	21,124 11	.....	69,850 00	.....	1,311 89	102,432 38
Cattaraugus, First Commissioner district	10,635 88	27,674 21	.....	62,370 33	.....	28,154 36	128,834 78
Second Commissioner district	5,804 62	28,148 53	.....	57,154 14	.....	16,445 15	107,552 44
Cayuga, First Commissioner district	2,038 85	17,152 79	883 06	18,977 72	201 50	3,305 73	42,559 65
Second Commissioner district	5,750 52	18,044 50	1,166 31	25,017 33	.....	1,789 93	51,768 59
Auburn	8,838 06	15,470 62	.....	61,023 34	.....	1,911 01	87,243 03
Chautauqua, First Commissioner district	3,618 02	13,896 92	.....	19,232 65	.....	9,074 24	45,821 83
Second Commissioner district	7,892 38	18,066 51	18 29	30,171 77	.....	3,875 48	60,114 43
Third Commissioner district	2,940 73	14,484 23	.....	20,627 36	.....	1,768 07	39,820 39
Dunkirk	3,247 12	6,973 91	.....	24,897 85	.....	1,182 43	36,301 31
Jamestown	936 54	11,791 09	1,036 36	65,789 21	.....	3,329 31	82,882 51
Chemung, towns	3,372 88	16,136 99	.....	24,052 47	71 96	1,892 99	45,527 29
Elmira	18,587 73	17,184 78	.....	56,916 40	.....	2,081 19	94,770 10
Chenango, First Commissioner district	5,322 77	21,285 67	435 61	28,788 81	.....	3,828 36	59,661 22
Second Commissioner district	5,401 44	18,764 36	368 89	20,386 88	304 00	2,796 35	48,021 92
Clinton, First Commissioner district	1,197 45	19,543 87	681 35	26,585 65	64 00	6,020 56	54,092 88
Second Commissioner district	2,233 38	16,670 90	6 15	16,242 42	144 00	621 10	35,917 95
Columbia, First Commissioner district	1,607 60	10,460 63	.....	22,916 55	.....	3,727 77	38,712 55
Second Commissioner district	3,300 00	16,266 04	.....	32,866 43	.....	2,910 53	55,343 00
Hudson	8,262 12	5,302 00	.....	11,500 00	.....	606 59	25,670 71
Cortland, First Commissioner district	23,456 24	15,218 44	170 05	20,635 16	.....	7,202 92	66,682 81
Second Commissioner district	1,306 18	10,928 05	369 92	13,395 86	100 60	950 05	27,060 66

Delaware, First Commissioner district.....	3,802 57	26,371 48	525 00	39,737 91	16,393 44	91,325 56
Second Commissioner district.....	2,321 09	21,978 68	.....	30,587 64	2,271 88	64,622 11
Dutchess, First Commissioner district.....	5,556 26	23,333 21	1 25	51,739 61	4,970 07	85,600 40
Second Commissioner district.....	4,232 78	12,836 31	.....	28,428 25	366 82	46,077 55
Poughkeepsie.....	20,314 39	12,298 36	.....	36,000 00	1,849 46	70,462 21
Erie, First Commissioner district.....	38,426 99	18,752 53	.....	41,171 08	10,403 46	108,754 06
Second Commissioner district.....	2,781 94	17,682 09	.....	32,283 78	5,078 49	57,860 93
Third Commissioner district.....	1,989 51	13,244 37	.....	21,584 68	2,520 35	39,338 91
Buffalo.....	82,400 44	129,625 88	.....	678,761 56	4,828 50	895,616 38
Essex, First Commissioner district.....	4,487 16	14,208 93	.....	19,660 53	1,782 07	40,170 69
Second Commissioner district.....	4,070 86	16,220 22	.....	36,278 82	3,027 52	59,597 42
Franklin, First Commissioner district.....	5,933 47	18,151 60	.....	33,496 11	14,605 01	72,186 19
Second Commissioner district.....	1,053 58	14,719 38	30 25	19,854 65	936 44	36,594 30
Fulton, towns.....	2,367 15	19,415 49	463 00	37,108 63	14,827 30	74,461 57
Gloversville.....	5,925 55	8,863 78	.....	26,875 00	18,328 09	59,992 42
Genesee.....	5,198 32	24,857 54	.....	70,932 10	16,522 32	117,510 28
Greene, First Commissioner district.....	918 40	13,078 21	.....	26,114 61	1,158 35	41,758 60
Second Commissioner district.....	1,564 92	11,476 38	.....	21,577 87	550 10	35,597 27
Hamilton.....	949 15	4,658 96	.....	14,163 48	41 45	19,813 04
Herkimer, First Commissioner district.....	3,561 86	19,748 07	.....	45,589 86	1,339 05	70,596 58
Second Commissioner district.....	2,701 92	17,583 07	.....	35,521 80	20,676 73	76,700 62
Jefferson, First Commissioner district.....	3,236 42	15,856 78	.....	17,729 04	1,143 21	38,177 45
Second Commissioner district.....	4,591 17	18,103 44	.....	27,640 45	864 48	51,781 94
Third Commissioner district.....	3,012 80	19,058 63	.....	25,778 72	1,510 70	49,440 15
Watertown.....	.....	10,022 22	.....	35,000 00	1,937 34	46,959 56
Kings, towns.....	36,603 03	17,112 95	.....	87,645 66	26,455 72	167,817 36
Brooklyn.....	1,281,144 96	394,414 82	.....	2,380,144 06	58,926 20	4,114,630 04
Lewis, First Commissioner district.....	2,949 63	12,803 67	96 78	14,463 28	979 95	31,461 68
Second Commissioner district.....	4,056 58	16,665 23	.....	15,482 16	520 68	26,724 65
Livingston, First Commissioner district.....	2,120 45	15,889 89	.....	28,454 70	9,835 18	56,300 12
Second Commissioner district.....	1,400 07	15,057 75	.....	23,196 97	4,424 98	44,079 77
Madison, First Commissioner district.....	3,830 15	18,515 94	548 21	27,211 10	3,012 96	53,118 36
Second Commissioner district.....	2,936 60	19,268 45	47 65	42,297 88	5,791 67	70,366 25
Monroe, First Commissioner district.....	3,857 90	17,961 20	600 00	44,205 04	4,557 99	71,132 13
Second Commissioner district.....	5,143 17	18,850 06	.....	40,872 02	1,163 00	66,028 25
Rochester.....	222,643 79	89,653 19	.....	334,500 00	6,440 81	653,237 79
Montgomery.....	7,102 33	29,174 22	.....	76,242 30	44,327 28	156,963 13
New York.....	.....	706,137 37	.....	3,885,908 62	1,039,046 25	5,631,092 24
Niagara, First Commissioner district.....	33,824 96	14,012 76	.....	36,091 36	14,139 11	98,068 19
Second Commissioner district.....	2,045 09	13,834 39	336 00	20,333 05	305 06	36,853 59
Lockport.....	3,512 09	9,842 50	.....	34,000 00	5,606 80	52,961 39
Niagara Falls.....	4,779 10	6,397 23	.....	31,625 84	4,862 76	47,664 93
Oneida, First Commissioner district.....	1,568 13	9,748 25	.....	22,277 66	784 08	34,378 12
Second Commissioner district.....	3,390 17	16,956 16	45 70	29,366 12	12,793 84	64,090 01
Third Commissioner district.....	2,708 06	12,905 80	20 00	13,528 79	895 95	30,058 60
Fourth Commissioner district.....	3,738 08	17,764 84	87 59	15,777 40	2,280 15	39,648 06
Utica.....	8,858 89	25,434 86	.....	87,000 00	26,528 73	147,822 48
Rome.....	.....	7,400 61	.....	20,544 82	1,440 28	29,394 71

TABLE No. 5 — (Continued).

RECEIPTS.

COUNTIES. TOWNS AND CITIES.	1.	2.	3.	4.	5.		6.
	Amount on hand July 26, 1892.	Amount apportioned to district.	Proceeds of gospel and school lands.	Raised by tax.	FROM ALL OTHER SOURCES.		Total.
					Teachers' board.	Other sources not named.	
Onondaga, First Commissioner district	\$5,038 40	\$17,536 23	\$86 42	\$29,763 99	.....	\$3,256 58	\$55,681 66
Second Commissioner district.....	3,090 31	15,849 04	674 94	28,058 72	.....	28,857 94	76,530 95
Third Commissioner district.....	2,807 48	18,346 25	364 85	31,099 88	\$238 05	6,393 75	59,250 26
Syracuse	170,363 23	47,244 98	.....	230,373 51	.....	4,434 73	452,416 45
Ontario, First Commissioner district.....	15,110 75	19,074 51	.....	48,452 45	.....	18 800 71	101,438 42
Second Commissioner district.....	2,204 44	21,057 65	5 00	41,422 84	.....	8,538 65	73,228 58
Orange, First Commissioner district	7,152 17	14,953 91	.....	43,767 90	.....	4 740 92	70,614 90
Second Commissioner district	9,689 43	26,788 73	8 50	63,310 55	30 00	3,109 90	102,937 11
Newburgh.....	432 35	12,935 10	886 28	64,876 51	.....	1,662 37	80,792 61
Middletown.....	24,302 47	6,351 64	.....	16,410 00	.....	6,020 41	53,084 52
Orleans	6,141 83	24,164 79	.....	44,220 63	.....	7,595 95	82,123 20
Oswego, First Commissioner district.....	4,057 54	16,479 89	364 89	22,895 36	.....	3,718 67	47,516 35
Second Commissioner district	2,447 55	13,861 21	.....	14,313 94	64 00	1 499 77	32,186 47
Third Commissioner district.....	3,672 85	16 075 17	2 50	16,872 62	18 01	3,853 47	40,494 62
City.....	.....	11,981 02	.....	35,000 00	.....	1,202 06	48,183 08
Otsego, First Commissioner district.....	3,904 11	22,662 46	.....	42,683 25	588 00	5,074 97	74,912 79
Second Commissioner district	9,163 80	25,346 44	56 07	37,641 21	794 66	3,564 20	76,766 38
Putnam.....	3,202 15	10,138 23	500 00	24,889 45	.....	986 65	39,716 48
Queens, First Commissioner district	16,021 77	23,186 35	5 62	80,346 91	.....	9,634 07	129,194 72
Second Commissioner district	41,591 02	29,712 35	48,039 82	114,514 23	.....	165,694 10	399,551 52
Long Island City	10,346 39	19,115 55	.....	70,904 30	.....	53,925 57	154,291 81
Reusselaer, First Commissioner district.....	12,115 55	25,436 57	83 37	55,632 26	.....	1,041 51	94,309 26
Second Commissioner district	4,908 11	17,495 08	83 50	36,010 36	.....	1,313 11	59,810 16
Troy	67,305 27	29,081 95	.....	109,221 18	.....	2,887 79	208,496 19
Richmond	14,042 63	26,295 97	4 75	104,063 01	.....	20,328 15	164,734 51
Rockland	13,796 09	17,936 43	.....	61 714 45	.....	17,396 60	110,843 57
St. Lawrence, First Commissioner district.....	8,414 72	23,314 29	690 46	31,994 99	300 50	2,471 72	67,186 68
Second Commissioner district.....	4,423 80	25,153 89	1,603 48	30,586 02	455 77	3,074 14	65,357 10
Third Commissioner district.....	4,819 96	23,064 86	125 66	34,557 85	735 36	15,258 92	78,562 61
Ogdensburg	11,272 18	5,912 95	.....	17,227 80	.....	1,638 60	36,051 53
Saratoga, First Commissioner district	6,518 51	20,895 15	.....	45,761 43	.....	2,685 66	75,860 75
Second Commissioner district.....	54,680 88	24,594 97	.....	65,545 96	.....	29,843 71	174,665 52
Schenectady, towns	1,424 82	8,652 79	.....	16,749 49	.....	34 85	26,861 95
City .....	.....	9,796 96	.....	22,000 00	.....	522 90	32,319 86

Schoharie, First Commissioner district.....	393 53	13,970 64	.....	17,203 29	3,191 55	1,981 70	36,749 71
Second Commissioner district.....	1,652 84	14,371 91	2 00	19,231 02	1,624 81	3,883 76	40,766 34
Schuyler.....	4,262 19	16,036 88	467 34	21,040 08	.....	772 82	42,734 32
Seneca.....	8,785 34	18,961 83	1,403 47	36,195 22	.....	4,148 04	69,493 90
Steuben, First Commissioner district.....	5,107 53	21,589 16	154 17	36,860 54	791 50	5,089 86	69,592 76
Second Commissioner district.....	8,597 13	23,612 28	.....	48,053 54	224 00	2,381 27	82,868 22
Third Commissioner district.....	10,375 21	24,740 01	.....	38,041 31	486 46	13,642 93	87,885 92
Suffolk, First Commissioner district.....	7,957 60	14,752 51	366 01	45,444 63	.....	3,525 97	72,046 72
Second Commissioner district.....	11,096 02	23,464 57	.....	78,848 76	74 32	8,203 01	121,612 36
Sullivan, First Commissioner district.....	2,669 51	13,625 45	133 89	20,736 30	.....	995 55	38,235 02
Second Commissioner district.....	1,355 02	13,209 87	.....	24,151 77	361 00	1,457 89	40,174 55
Tioga.....	13,165 99	31,087 27	18 00	45,294 75	.....	3,819 32	93,746 33
Tompkins, First Commissioner district.....	4,740 00	9,783 26	308 06	13,228 41	.....	16,501 65	44,561 38
Second Commissioner district.....	2,645 31	11,614 98	709 34	15,243 21	.....	10,585 53	40,798 37
Ithaca.....	1,871 84	6,978 16	.....	20,547 85	.....	8,918 56	38,316 41
Ulster, First Commissioner district.....	2,292 16	21,189 84	.....	59,992 49	.....	5,519 16	84,993 65
Second Commissioner district.....	3,091 99	16,702 20	.....	33,603 72	.....	402 25	53,800 26
Third Commissioner district.....	2,417 52	16,595 23	33 33	24,256 91	1,549 50	1,627 67	46,480 16
Warren.....	3,262 65	23,429 53	.....	39,086 66	.....	2,078 84	67,857 68
Washington, First Commissioner district.....	1,663 78	19,063 29	.....	31,377 45	.....	5,376 85	57,481 37
Second Commissioner district.....	1,682 99	21,204 10	.....	46,855 71	696 86	3,314 17	73,754 23
Wayne, First Commissioner district.....	3,641 72	23,994 11	118 70	48,667 24	10 50	2,594 18	79,026 45
Second Commissioner district.....	2,873 86	18,450 74	.....	34,048 62	.....	2,166 13	57,539 35
Westchester, First Commissioner district.....	93,366 56	27,520 61	.....	194,332 40	.....	60,270 75	375,490 32
Second Commissioner district.....	18,650 27	16,746 30	.....	86,516 29	.....	17,706 07	139,618 93
Third Commissioner district.....	4,822 42	15,895 14	426 51	43,965 58	.....	9,712 45	74,822 10
Yonkers.....	10,999 97	13,712 70	.....	81,647 00	.....	33,680 10	140,039 77
Wyoming, First Commissioner district.....	2,902 55	16,852 83	.....	25,967 10	.....	3,928 07	49,650 55
Second Commissioner district.....	1,606 70	11,624 72	.....	14,616 75	.....	1,625 14	29,773 31
Yates.....	2,207 93	16,863 77	.....	27,311 50	63 00	11,445 69	57,891 89
Total for towns.....	\$833,840 71	\$2,056,304 63	\$63,974 10	\$4,152,908 98	\$31,845 58	\$937,656 37	\$8,076,530 37
Total for cities.....	\$2,089,622 27	\$1,699,750 47	\$1,922 64	\$8,731,994 24	.....	\$1,301,858 73	\$13,835,148 35
Total for State.....	\$2,923,462 98	\$3,756,055 10	\$65,896 74	\$12,884,903 22	\$31,845 58	\$2,239,515 10	\$21,901,678 72

TABLE No. 5 — (Continued).

PAYMENTS.

COUNTIES. TOWNS AND CITIES.								7. For teachers' wages.	8. For libraries.	9. For school apparatus.	10. For school-houses, sites, fences, out-houses, repairs, furniture, etc.	11. For all other incidental expenses.	12. Forfeited, in hands of supervisor, First Tuesday of March, 1893.	13. Amount remaining on hand July 25, 1893.	14. Total.
Albany, First Commissioner district.	\$17,340 42	\$117 21	\$70 75	\$2,288 69	\$2,129 48	.....	\$1,141 00	\$23,087 55							
Second Commissioner district.	11,630 18	46 55	7 50	258 24	1,114 50	.....	311 75	13,368 72							
Third Commissioner district.	38,370 55	167 48	197 48	8,900 21	8,015 22	.....	4,832 25	60,483 19							
City.	181,548 31	1,564 28	7,604 84	11,431 99	38,218 78	.....	95,735 72	336,103 92							
Cohoes.	32,760 33	285 18	.....	6,411 54	5,674 92	.....	20,786 04	65,918 01							
Allegany, First Commissioner district.	33,732 15	149 30	220 84	5,558 07	4,134 68	.....	2,509 60	46,304 64							
Second Commissioner district.	49,842 76	179 55	255 92	24,598 80	14,658 23	.....	6,531 26	96,066 89							
Broome, First Commissioner district.	30,520 79	560 58	238 69	4,864 16	3,973 83	.....	3,325 20	43,483 25							
Second Commissioner district.	28,050 55	495 52	64 54	3,456 69	3,485 32	.....	2,612 80	38,165 42							
Binghamton.	61,266 75	4,918 05	369 93	21,171 97	14,090 74	.....	614 94	102,432 38							
Cattaraugus, First Commissioner district.	63,499 76	1,011 19	436 98	39,417 92	10,065 49	.....	14,403 44	128,834 78							
Second Commissioner district.	60,456 48	393 72	3 9 97	23,060 73	14,885 64	.....	8,375 90	107,552 44							
Cayuga, First Commissioner district.	32,129 65	240 36	817 65	2,027 60	4,637 96	.....	2,706 43	42,559 65							
Second Commissioner district.	37,579 58	.....	480 04	4,806 78	4,583 47	.....	4,318 72	51,708 59							
Auburn.	48,353 06	234 03	86 09	13,214 40	18,711 50	.....	6,644 01	87,243 03							
Chautauqua, First Commissioner district.	28,455 53	84 23	124 23	4,911 64	4,286 03	.....	7,957 17	45,821 83							
Second Commissioner district.	39,395 89	740 78	360 31	5,200 69	8,554 68	.....	5,802 08	60,114 43							
Third Commissioner district.	30,694 25	85 12	266 30	2,745 55	3,332 46	.....	2,696 71	39,820 39							
Dunkirk.	18,812 50	339 17	5 50	8,222 87	8,921 27	.....	.....	36,301 31							
Jamesstown.	36,918 15	460 35	385 90	35,218 43	9,899 68	.....	.....	82,892 51							
Chemung, towns.	31,825 36	99 56	199 16	5,870 96	4,798 49	.....	3 28	45,527 29							
Elmira.	52,544 18	784 61	953 56	20,282 66	16,603 32	.....	3,601 77	94,770 10							
Chenango, First Commissioner district.	43,595 44	428 24	331 09	4,104 48	6,306 82	.....	4,895 15	59,661 22							
Second Commissioner district.	36,262 53	251 25	93 29	1,603 71	3,953 17	.....	5,857 97	48,021 92							
Clinton, First Commissioner district.	37,884 32	63 60	630 31	8,192 60	6,005 74	.....	1,316 31	54,092 88							
Second Commissioner district.	28,603 33	194 99	21 18	1,410 71	3,640 81	.....	2,046 93	35,917 95							
Columbia, First Commissioner district.	26,603 03	27 25	171 07	7,846 31	3,043 76	.....	1,011 78	38,712 55							
Second Commissioner district.	40,177 98	702 27	250 85	4,651 16	6,123 08	.....	3,377 66	55,343 00							
Hudson.	12,794 46	194 11	377 34	2,154 80	3,960 00	.....	6,290 60	25,670 71							
Cortland, First Commissioner district.	27,595 16	177 36	332 16	30,271 70	6,049 02	.....	70	66,682 81							
Second Commissioner district.	21,296 06	85 58	296 77	1,791 14	2,280 00	.....	1,311 11	27,060 66							
Delaware, First Commissioner district.	55,145 49	228 35	323 75	12,804 87	18,400 40	.....	4,422 70	91,325 56							
Second Commissioner district.	49,881 15	225 21	566 98	7,299 53	4,205 70	.....	2,442 89	61,622 11							

Dutchess, First Commissioner district	189 09	375 37	9,478 87	9,083 45	14 19	5,502 17	85,600 40
Second Commissioner district.....	145 43	192 49	2,596 54	4,484 11	.....	3,262 77	46,077 55
Poughkeepsie	3,753 36	2,792 37	3,097 74	6,612 63	.....	21,083 98	70,462 21
Erie, First Commissioner district.....	898 67	867 14	37,971 69	12,709 32	.....	6,952 40	108,754 06
Second Commissioner district.....	583 66	227 15	7,553 11	6,683 57	3 77	3,670 16	57,860 92
Third Commissioner district	320 26	55 33	5,922 56	3,760 33	.....	2,112 18	39,338 91
Buffalo	3,540 01	583 74	130,373 90	89,717 27	.....	89,496 90	895,616 38
Essex, First Commissioner district.....	83 19	45 33	6,255 65	3,434 95	.....	2,271 87	40,170 69
Second Commissioner district.....	236 88	549 81	6,169 30	7,008 09	.....	4,957 38	59,597 42
Franklin, First Commissioner district.....	1,687 90	120 62	17,591 25	11,498 89	62 21	4,236 67	72,186 19
Second Commissioner district.....	90 31	23 76	3,880 98	4,213 06	.....	1,507 34	36,594 30
Fulton, towns	1,139 44	1,785 47	22,130 32	4,991 90	83	1,359 32	74,461 57
Gloversville	767 81	.....	17,383 95	12,157 33	.....	8,113 33	59,992 42
Genesee	531 21	621 85	21,039 19	28,583 15	.....	7,362 19	117,510 28
Greene, First Commissioner district	47 35	52 65	3,550 77	3,262 87	.....	3,382 51	41,758 60
Second Commissioner district.....	54 83	34 00	7,366 16	2,721 67	.....	1,584 33	35,597 27
Hamilton.....	6 35	24 12	5,815 64	749 09	.....	1,925 60	19,812 04
Herkimer, First Commissioner district	596 66	314 21	7,018 87	10,045 17	.....	2,716 40	70,596 58
Second Commissioner district.....	214 25	272 62	23,593 21	7,278 10	31 26	2,422 73	76,700 62
Jefferson, First Commissioner district.....	61 45	896 76	2,837 92	3,013 70	.....	3,100 52	38,177 45
Second Commissioner district.....	361 41	872 52	6,317 63	5,555 33	.....	3,681 12	51,781 94
Third Commissioner district	13 60	1,127 51	3,543 02	6,361 74	.....	2,719 62	49,440 85
Watertown	93 00	222 22	6,592 42	12,767 72	.....	387 00	46,959 56
Kings, towns	237 92	2,222 51	36,834 53	23,021 86	.....	48,596 04	167,817 36
Brooklyn	1,775 01	137,808 14	640,462 89	344,435 13	.....	1,231,632 48	4,114,630 04
Lewis, First Commissioner district	98 77	162 92	3,787 00	2,122 89	4 60	3,349 18	31,461 68
Second Commissioner district.....	99 83	569 61	1,197 50	3,509 17	31 23	4,095 65	26,724 65
Livingston, First Commissioner district...	1,572 93	109 91	10,916 98	6,538 66	.....	1,835 39	56,300 22
Second Commissioner district	263 67	2,731 45	6,626 27	3,548 63	.....	615 52	44,079 77
Madison, First Commissioner district.....	604 35	1,220 97	3,291 43	5,313 15	31 91	4,100 43	53,118 36
Second Commissioner district	1,027 55	886 25	11,227 71	8,737 70	.....	3,404 85	70,366 25
Monroe, First Commissioner district	221 65	598 13	13,346 24	7,922 96	14 75	4,010 18	71,182 13
Second Commissioner district	649 22	378 91	7,637 02	6,867 92	.....	4,624 63	66,028 25
Rochester.....	3,993 62	3,431 60	67,379 05	78,282 81	.....	225,524 97	653,237 79
Montgomery	1,320 47	994 78	55,119 56	19,516 80	.....	6,249 24	156,963 13
New York.....	8,298 63	190,701 43	1,519,546 42	620,077 80	.....	5,631,092 24	5,631,092 24
Niagara, First Commissioner district.....	289 17	2,483 60	34,357 90	7,898 86	.....	20,395 71	98,068 19
Second Commissioner district	162 74	145 45	2,495 44	4,222 84	.....	1,843 92	36,853 59
Lockport.....	334 00	225 77	5,834 52	11,474 97	.....	3,891 29	52,961 39
Niagara Falls	311 43	36 35	13,256 89	14,518 98	.....	344 71	47,664 93
Oneida, First Commissioner district	392 59	152 41	7,637 03	3,437 56	.....	1,236 58	34,378 12
Second Commissioner district	112 70	457 30	15,193 50	6,094 18	.....	3,665 06	64,090 01
Third Commissioner district	114 28	368 89	2,348 81	3,271 51	.....	1,959 31	30,058 60
Fourth Commissioner district	76 15	74 07	1,970 55	3,775 03	.....	3,595 24	39,648 06
Utica.....	1,188 34	150 00	31,077 25	18,609 05	.....	16,690 76	147,822 48
Rome	166 85	192 14	2,207 77	9,204 43	.....	43 02	29,394 71
Onondaga, First Commissioner district....	17,580 50	467 49	6,817 10	7,744 45	.....	3,885 60	55,681 62
Second Commissioner district	36,585 70	181 28	28,664 78	8,960 64	.....	3,625 39	76,530 95
Third Commissioner district	34,717 83	416 57	9,587 61	7,838 46	.....	2,545 32	59,250 26
Syracuse.....	557 94	560 98	49,784 39	41,747 26	.....	184,820 65	452,416 45
	4,258 50	.....				

TABLE No. 5 — (Continued).
PAYMENTS.

COUNTIES. TOWNS AND CITIES.	7. For teachers' wages.	8. For libraries.	9. For school apparatus.	10. For school-houses, sites, fences, out-houses, repairs, furniture, etc.	11. For all other incidental expenses.	12. Forfeited, in hands of supervisor, first Tuesday of March, 1893.	13. Amount remaining on hand July 25, 1893.	14. Total.
Ontario, First Commissioner district	\$44,321 82	\$899 36	\$909 86	\$32,848 51	\$8,635 25	.....	\$13,823 52	\$101,438 42
Second Commissioner district	44,865 75	621 71	130 00	4,503 04	19,620 42	.....	3,487 66	73,228 58
Orange, First Commissioner district	43,927 08	252 75	6 40	14,669 82	8,472 87	.....	3,285 98	70,614 90
Second Commissioner district	69,288 95	1,080 90	48 07	6,750 06	15,879 29	\$134 04	9,755 80	102,937 11
Newburgh	43,543 25	4,385 87	4,101 88	14,253 16	14,260 68	.....	247 77	80,792 61
Middletown	17,149 81	1,299 66	34 67	5,570 74	5,801 68	.....	23,227 96	53,084 52
Orleans	53,858 63	1,728 72	517 80	9,718 71	11,913 70	.....	4,385 64	82,123 20
Oswego, First Commissioner district	32,301 41	197 18	247 88	3,526 78	7,249 09	.....	3,994 01	47,516 35
Second Commissioner district	24,222 62	184 85	188 15	2,269 31	2,707 03	5 40	2,609 11	32,186 47
Third Commissioner district	28,138 54	400 83	350 72	4,844 40	3,582 58	.....	3,177 55	40,494 62
City	31,446 52	485 14	.....	7,637 72	8,613 70	.....	.....	48,183 08
Otsego, First Commissioner district	47,154 39	397 30	527 56	9,130 70	6,790 87	49 36	10,862 61	74,912 79
Second Commissioner district	52,136 97	863 40	539 28	10,451 35	6,605 85	.....	5,969 53	76,566 38
Putnam	29,772 68	267 50	186 89	1,738 29	3,438 06	.....	4,313 06	39,716 48
Queens, First Commissioner district	76,135 52	791 21	3,540 30	16,250 59	18,159 26	.....	14,317 84	129,194 72
Second Commissioner district	99,269 82	978 29	1,660 32	151,504 95	40,422 83	.....	105,715 31	399,551 52
Long Island City	71,803 51	1 00	4,086 15	7,805 14	9,313 91	.....	61,282 10	154,291 81
Rensselaer, First Commissioner district	60,421 93	715 94	1,071 42	8,364 40	14,955 79	.....	8,779 78	94,309 26
Second Commissioner district	42,309 85	199 46	546 52	6,210 02	6,499 34	.....	4,044 97	59,810 16
Troy	103,816 85	598 64	.....	5,622 21	18,923 36	.....	79,535 13	208,496 19
Richmond	89,042 29	406 06	3,206 72	22,402 06	32,385 15	3,203 26	14,088 97	164,734 51
Rockland	59,766 98	333 88	1,362 57	22,731 43	12,136 54	.....	14,512 17	110,843 57
St. Lawrence, First Commissioner district	44,804 56	113 46	318 47	5,066 80	8,979 38	1 45	7,902 56	67,186 68
Second Commissioner district	45,880 54	316 22	440 00	5,407 90	7,633 53	.....	5,678 91	65,357 10
Third Commissioner district	41,284 91	81 15	324 56	23,342 21	6,038 11	.....	7,491 67	78,562 61
Ogdensburg	18,558 60	311 86	.....	2,129 06	6,364 89	.....	8,687 12	36,051 53
Saratoga, First Commissioner district	48,865 99	1,249 44	135 13	5,123 20	16,207 70	.....	4,279 29	75,860 75
Second Commissioner district	62,580 53	908 65	45 81	32,623 76	13,455 79	.....	65,050 98	174,665 52
Schenectady, towns	19,201 19	88 05	29 85	2,953 10	2,664 06	.....	1,925 70	26,861 95
City	25,365 94	.....	224 69	1,505 89	5,223 34	.....	.....	32,319 86
Schoharie, First Commissioner district	28,409 04	179 59	329 38	3,269 48	3,574 37	.....	978 85	36,740 71
Second Commissioner district	30,951 91	271 15	63 78	2,315 16	3,434 38	.....	3,729 96	40,766 34
Schuylcr	30,475 19	41 74	132 91	3,239 98	4,193 36	.....	4,651 14	42,724 32

Seneca.....	45,493 51	533 02	443 19	4,172 20	10,099 86	.....	8,752 12	69,493 90
Steuben, First Commissioner district.....	50,613 24	326 67	420 86	6,224 81	8,580 13	10 00	3,417 05	69,592 76
Second Commissioner district.....	50,739 82	746 53	264 52	10,679 66	13,762 30	.....	6,675 39	82,868 22
Third Commissioner district.....	49,445 33	797 48	274 28	10,223 61	10,686 97	.....	15,858 25	87,285 92
Suffolk, First Commissioner district.....	44,366 50	576 19	492 78	9,882 73	9,021 09	.....	7,707 43	72,046 72
Second Commissioner district.....	77,159 32	861 03	1,089 80	13,920 53	18,882 71	.....	9,698 97	121,612 36
Sullivan, First Commissioner district.....	29,224 29	94 91	98 94	2,528 32	3,183 41	2 67	3,105 15	38,235 02
Second Commissioner district.....	26,642 25	69 22	65 43	9,353 81	2,259 18	10 95	1,781 99	40,174 55
Tioga.....	60,062 64	788 68	474 57	9,714 35	9,624 30	.....	13,070 84	93,746 33
Tompkins, First Commissioner district.....	17,470 92	37 10	147 64	21,198 02	2,733 75	91	2,973 01	44,561 38
Second Commissioner district.....	23,694 57	78 23	277 60	3,773 61	3,003 61	.....	9,970 75	40,798 37
Ithaca.....	19,110 75	1,144 08	126 24	5,661 88	11,680 83	.....	592 63	38,316 41
Ulster, First Commissioner district.....	63,499 43	723 12	909 03	6,835 49	13,955 80	.....	3,070 78	88,993 65
Second Commissioner district.....	40,419 78	319 94	42 47	4,904 52	4,676 58	.....	3,436 97	53,800 26
Third Commissioner district.....	35,300 05	310 20	179 93	5,415 86	3,343 11	.....	1 931 01	46,480 16
Warren.....	48,224 98	1,029 10	984 80	7,361 09	6,426 29	.....	3,831 42	67,857 68
Washington, First Commissioner district..	41,860 51	395 71	15 00	4,879 54	6,614 59	.....	3,716 02	57,481 37
Second Commissioner district.....	44,880 99	337 38	20 55	18,760 45	7,620 46	.....	2,134 40	73,754 23
Wayne, First Commissioner district.....	51,976 77	889 29	913 95	10,655 27	10,504 05	.....	4,087 12	79,026 45
Second Commissioner district.....	35,292 82	469 56	646 64	9,522 02	9,555 91	.....	2,052 40	57,539 35
Westchester, First Commissioner district..	134,496 26	1,296 63	3,126 67	65,468 83	54,519 09	.....	116,582 84	375,490 32
Second Commissioner district.....	68,533 93	707 39	2,221 56	16,260 77	32,154 97	.....	19,740 31	139,618 93
Third Commissioner district.....	44,654 18	155 51	556 36	12,032 41	7,834 28	.....	9,549 36	74,822 10
Yonkers.....	61,805 52	395 98	7,223 86	33,675 27	21,663 39	.....	15,275 75	140,039 77
Wyoming, First Commissioner district....	37,307 82	619 59	478 90	3,109 39	5,457 97	6 36	2,670 52	49,650 55
Second Commissioner district.....	23,446 83	83 47	347 31	1,922 23	2,395 15	2 70	1,575 62	29,773 31
Yates.....	33,938 31	452 81	117 03	14,437 95	6,979 55	.....	1,966 24	57,891 89
Total for towns.....	\$4,736,401 89	\$48,468 74	\$62,058 88	\$1,372,126 06	\$977,955 55	\$3,636 23	\$875,883 02	\$8,076 530 37
Total for cities.....	\$7,146,693 05	\$45,882 57	\$361,624 41	\$2,688,966 92	\$1,477,431 37	.....	\$2,104,550 03	\$13,825,148 35
Total for State.....	\$11,883,094 94	\$94,351 31	\$423,683 29	\$4,061,092 98	\$2,455,386 92	\$3,636 23	\$2,980,433 05	\$21,901,678 72

TABLE No. 6.

Statement of the investment of the capital of the School Fund at the close of each fiscal year since its establishment, to September 30, 1893.

YEARS.	BONDS.		LOANS OF				District of Co- lumbia bonds.	Middletown bonds.	Albany city bonds.	New York city bonds.	Bank stock.	State stocks.	Village of Little Falls bonds.
	For lands sold.	For loans.	1786.	1792.	1808.	1840.							
1805.....	.....	\$24,900 00	.....	.....	.....	.....	.....	.....	.....	.....	\$50,000 00	.....	.....
1806.....	\$87,674 83	42,800 00	.....	.....	.....	.....	.....	.....	.....	.....	64,000 00	.....	.....
1807.....	163,407 63	62,778 00	.....	.....	.....	.....	.....	.....	.....	.....	70,850 00	.....	.....
1808.....	212,246 31	83,403 00	.....	.....	.....	.....	.....	.....	.....	.....	79,100 00	.....	.....
1809.....	219,915 21	101,501 00	.....	.....	.....	.....	.....	.....	.....	.....	118,500 00	.....	.....
1810.....	232,702 97	69,653 75	.....	.....	.....	.....	.....	.....	.....	.....	165,000 00	.....	.....
1811.....	240,370 67	101,924 52	.....	.....	.....	.....	.....	.....	.....	.....	180,000 00	.....	.....
1812.....	263,743 26	143,965 38	.....	.....	.....	.....	.....	.....	.....	.....	255,000 00	.....	.....
1813.....	260,342 26	222,540 51	.....	.....	.....	.....	.....	.....	.....	.....	270,000 00	.....	.....
1814.....	268,124 86	245,034 17	.....	.....	.....	.....	.....	.....	.....	.....	270,000 00	.....	.....
1815.....	291,424 91	328,107 30	.....	.....	.....	.....	.....	.....	.....	.....	264,000 00	.....	.....
1816.....	320,153 33	392,076 93	.....	.....	.....	.....	.....	.....	.....	.....	261,000 00	.....	.....
1817.....	309,383 60	397,980 71	.....	.....	.....	.....	.....	.....	.....	.....	180,000 00	.....	.....
1818.....	316,434 39	390,000 17	.....	\$500,000 00	\$449,076 00	.....	.....	.....	.....	.....	180,000 00	.....	.....
1819.....	.....	.....	.....	500,000 00	449,076 00	.....	.....	.....	.....	.....	180,000 00	.....	.....
1820.....	.....	.....	.....	500,000 00	449,076 00	.....	.....	.....	.....	.....	180,000 00	.....	.....
1821.....	.....	4,534 57	.....	.....	.....	.....	.....	.....	.....	.....	180,000 00	.....	.....
1822.....	.....	.....	.....	496,177 50	449,076 00	.....	.....	.....	.....	.....	180,000 00	.....	.....
1823.....	23,883 39	.....	.....	483,232 87	447,495 25	.....	.....	.....	.....	.....	180,000 00	\$13,000 00	.....
1824.....	85,749 12	.....	.....	450,660 92	443,990 50	.....	.....	.....	.....	.....	180,000 00	13,000 00	.....
1825.....	100,664 46	.....	.....	410,547 06	439,372 50	.....	.....	.....	.....	.....	280,000 00	168,000 00	.....
1826.....	112,751 28	.....	.....	382,549 40	434,182 50	.....	.....	.....	.....	.....	280,000 00	220,000 00	.....
1827.....	186,624 59	.....	\$31,624 38	353,486 96	430,121 50	.....	.....	.....	.....	.....	280,000 00	220,000 00	.....
1828.....	201,611 65	1,500 00	30,095 21	332,564 35	426,303 54	.....	.....	.....	.....	.....	280,000 00	320,000 00	.....
1829.....	242,421 98	1,500 00	20,665 00	317,860 17	411,352 82	.....	.....	.....	.....	.....	280,000 00	395,826 00	.....
1830.....	242,613 52	18,800 00	10,157 22	300,073 54	393,461 53	.....	.....	.....	.....	.....	280,000 00	407,000 00	.....
1831.....	335,233 22	20,850 00	9,611 47	275,591 91	363,985 16	.....	.....	.....	.....	.....	280,000 00	407,000 00	.....
1832.....	750,009 23	17,663 06	9,158 59	246,537 63	332,092 75	.....	.....	.....	.....	.....	230,000 00	327,000 00	.....
1833.....	651,510 80	24,650 00	3,394 63	215,037 93	299,453 46	.....	.....	.....	.....	.....	230,000 00	330,000 00	.....
1834.....	801,616 20	40,665 00	2,826 87	201,000 66	285,193 04	.....	.....	.....	.....	.....	105,050 00	230,000 00	.....
1835.....	1,098,577 86	176,644 48	2,815 12	179,571 17	260,120 93	.....	.....	.....	.....	.....	103,250 00	.....	.....
1836.....	1,154,869 48	190,330 89	2,815 12	160,038 95	242,078 41	.....	.....	.....	.....	.....	102,300 00	.....	.....
1837.....	1,118,098 35	264,530 21	2,815 12	156,106 57	235,917 06	.....	.....	.....	.....	.....	102,300 00	1,720 79	.....
1838.....	1,094,221 62	287,596 29	2,812 12	150,981 58	232,106 06	.....	.....	.....	.....	.....	102,300 00	1,755 91	.....
1839.....	1,047,055 80	326,613 63	2,815 12	133,401 74	223,065 22	.....	.....	.....	.....	.....	102,000 00	755 91	.....
1840.....	1,022,544 15	409,087 14	2,815 12	134,508 61	222,098 22	\$1,500 00	.....	.....	.....	.....	102,000 00	23,200 96	.....
1841.....	1,087,544 15	424,118 03	2,815 12	130,792 14	220,346 22	33,200 00	.....	.....	.....	.....	102,000 00	23,200 96	.....
1842.....	1,014,305 07	409,316 11	.....	115,995 72	221,176 95	33,200 00	.....	.....	.....	.....	102,000 00	23,200 96	.....
1843.....	1,001,542 92	367,325 28	.....	113,262 73	219,174 95	33,200 00	.....	.....	.....	.....	102,000 00	23,200 96	.....

1844.	975,711 18	338,561 87	110,671 23	214,886 26	8,200 00	.....	.....	.....	.....	102,000 00	23,200 96	.....
1845.	913,361 57	311,883 88	107,772 14	212,214 26	8,200 00	.....	.....	.....	.....	50,000 00	115,500 96	.....
1846.	887,024 23	293,941 43	105,232 60	289,869 84	8,200 00	.....	.....	.....	.....	50,000 00	115,500 96	.....
1847.	826,149 19	257,865 33	103,054 15	203,613 03	8,200 00	.....	.....	.....	.....	50,000 00	115,500 96	.....
1848.	744,854 97	236,901 74	97,363 14	191,771 03	8,200 00	.....	.....	.....	.....	50,000 00	280,500 96	.....
1849.	703,438 29	246,131 75	89,893 50	298,588 52	12,200 00	.....	.....	.....	.....	50,000 00	228,200 96	.....
1850.	710,975 40	198,269 02	17,982 86	21,757 81	41,326 00	.....	.....	.....	.....	50,000 00	213,200 96	.....
1851.	652,435 30	209,034 72	379 50	3,543 46	49,326 00	.....	.....	.....	.....	50,000 00	213,200 96	.....
1852.	584,010 87	217,845 36	.....	946 45	49,326 00	.....	.....	.....	.....	50,000 00	193,200 96	.....
1853.	567,829 72	236,754 17	.....	679 45	49,326 00	.....	.....	.....	.....	50,000 00	193,200 96	.....
1854.	540,932 91	248,963 97	.....	299 31	49,326 00	.....	.....	.....	.....	50,000 00	193,200 96	.....
1855.	551,458 12	248,967 29	.....	299 81	49,326 00	.....	.....	.....	.....	50,000 00	231,460 96	.....
1856.	535,926 19	234,233 05	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	231,460 96	.....
1857.	529,697 66	310,227 29	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	936,502 29	.....
1858.	515,198 78	349,193 11	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	936,502 29	.....
1859.	488,146 07	881,218 09	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1860.	455,210 53	370,253 41	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1861.	422,575 87	408,469 71	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1862.	412,163 73	375,747 61	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1863.	370,388 96	339,461 05	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1864.	330,189 16	285,028 15	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1865.	317,168 48	254,902 83	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1866.	290,303 17	197,388 54	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1867.	265,606 50	200,177 93	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1868.	229,950 08	202,491 66	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1869.	221,734 79	239,288 72	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1870.	214,820 13	215,431 69	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1871.	226,118 68	182,794 30	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1872.	217,003 65	175,319 30	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1873.	235,033 90	157,630 13	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1874.	247,746 59	152,750 54	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1875.	237,488 87	150,128 61	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1876.	229,285 21	145,611 22	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1877.	214,327 23	143,608 24	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1878.	194,034 55	142,243 67	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1879.	194,836 95	94,561 59	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1880.	180,188 50	54,511 03	.....	.....	45,951 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1881.	167,973 90	43,632 37	.....	.....	43,126 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1882.	146,751 99	35,670 16	.....	.....	37,876 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1883.	133,412 06	20,018 07	.....	.....	33,770 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1884.	115,251 11	16,018 07	.....	.....	31,020 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1885.	137,059 78	16,018 07	.....	.....	29,245 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1886.	122,488 26	16,018 07	.....	.....	29,245 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1887.	117,336 65	15,670 18	.....	.....	27,121 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1888.	121,535 51	15,670 18	.....	.....	26,971 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1889.	112,333 38	15,670 18	.....	.....	26,871 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1890.	95,976 02	15,670 18	.....	.....	24,135 50	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1891.	89,569 94	15,670 18	.....	.....	24,135 50	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1892.	78,607 74	15,670 18	.....	.....	23,885 50	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1893.	72,407 02	15,670 18	.....	.....	22,885 50	.....	.....	.....	.....	50,000 00	1,135,057 24	.....

TABLE NO. 6 — (*Continued*).

	1892.	1893.
Buffalo city bonds.....	\$200,000	\$200,000
Brooklyn city bonds.....	700,000	700,000
Erie county bonds.....	54,000	48,000
Ulster county bonds.....	75,000	75,000
North Hempstead town bonds	30,000	30,000
U. F. S. Dist. No. 10, towns of White Creek, Cambridge and Jackson, bonds..	22,000	22,000
Mohawk village bonds.....	8,000	8,000
Northville village bonds.....	32,000	32,000
Clinton village, Oneida county, bonds	27,000	27,000
Gloversville city bonds	5,000	18,000
Troy city bonds	65,000	65,000
Herkimer village bonds	57,000	57,000
Fort Edward village bonds		97,000
Glens Falls village bonds		142,000
Andes town bonds.....		25,000
Stamford village bonds.....		12,000
Fayetteville village bonds.....		29,000
Union Free School District No. 5, De Witt, bonds.....		6,500
Cohocton village bonds.....		22,500
Fairport village bonds		20,000

TABLE No. 7.

Comparative Statistics of the Common Schools of the State for the year ending August 20, 1888, and for the year ending July 25, 1893.

STATISTICAL.

	1888.			1893.		
	Cities.	Towns.	Total.	Cities.	Towns.	Total.
Number of school districts.....	764	11,245	12,009	617	11,161	11,778
Number of teachers employed at the same time for the legal term of school.	8,086	14,966	23,052	9,812	15,602	25,414
Number of children between 5 and 21 years of age.....	997,155	775,803	1,772,958	1,166,794	725,594	1,892,388
Average number of weeks each school was taught by duly licensed teachers.	39.7	33.8	35.9	39.0	35.3	36.7
Number of male teachers employed.....	811	4,840	5,651	983	4,085	5,068
Number of female teachers employed.....	8,297	17,778	26,075	10,179	17,229	27,408
Number of children attending school.....	481,909	551,360	1,033,269	550,634	532,594	1,083,228
Average daily attendance.....	318,763	311,832	630,595	371,551	316,546	688,097
Number of times schools have been visited by commissioners.....	.....	14,708	14,708	.....	15,890	15,890
Number of volumes in district libraries.....	224,025	538,363	762,388	256,452	557,698	814,150
Number of schoolhouses, log.....	.....	54	54	.....	34	34
Number of schoolhouses, frame.....	48	10,066	10,114	49	10,047	10,096
Number of schoolhouses, brick.....	466	971	1,437	561	1,002	1,563
Number of schoolhouses, stone.....	7	353	360	7	315	322
Total number of schoolhouses.....	521	11,444	11,965	617	11,398	12,015

TABLE No. 7 — (Continued).
FINANCIAL.

	1888.			1893.		
	Cities.	Towns.	Total.	Cities.	Towns.	Total.
RECEIPTS.						
Amount on hand at the beginning of the year	\$2,696,765 28	\$542,168 73	\$2,638,934 01	\$2,089,622 27	\$833,840 71	\$2,923,462 98
Apportionment of public moneys	1,499,512 40	2,015,794 54	3,515,306 94	1,699,750 47	2,056,304 63	3,756,055 10
Proceeds of gospel and school lands	755 10	34,913 10	35,668 20	1,922 64	63,974 10	65,896 74
Raised by tax	7,197,956 04	3,262,891 36	10,460,847 40	8,731,994 24	4,152,908 98	12,884,903 22
Estimated value of teachers' board .....	.....	63,686 19	63,686 19	.....	31,845 58	31,845 58
From all other sources	107,885 89	547,029 71	654,915 60	1,301,858, 73	937,656 37	2,239,515 10
Total	\$10,902,874 71	\$6,466,483 63	\$17,369,358 34	\$13,825,148 35	\$8,076,530 37	\$21,901,678 72
EXPENDITURES.						
For teachers' wages	\$5,683,855 67	\$3,992,236 26	\$9,676,091 93	\$7,146,693 05	\$4,736,401 89	\$11,883,094 94
For libraries	20,121 55	24,733 15	44,854 70	45,882 57	48,468 74	94,351 31
For school apparatus	293,607 43	94,509 45	388,116 88	361,624 41	62,058 88	423,683 29
For schoolhouses, sites, etc	1,855,433 73	1,011,387 81	2,866,521 54	2,688,966 92	1,372,126 06	4,061,092 98
For all other incidental expenses	1,342,184 76	642,927 90	1,985,112 66	1,477,431 37	977,955 55	2,455,386 62
Forfeited in hands of supervisors .....	.....	147 67	147 67	.....	3,636 23	3,636 23
Amount on hand at the end of the year	1,693,410 57	695,106 30	2,388,516 87	2,104,550 03	875,883 02	2,980,433 05
Total	\$10,902,874 71	\$6,466,483 63	\$17,369,358 34	\$13,825,148 35	\$8,076,530 37	\$21,901,678 72

EXHIBIT NO. 2.

GENERAL SCHOOL STATISTICS.

1. COMPARATIVE TABLES, pp. 105-114.
 2. STATEMENTS OF COMMON SCHOOL FUND, FREE SCHOOL FUND AND
OF STATE SCHOOL MONEYS RECEIVED AND APPORTIONED, p. 114
to p. 117.
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EXHIBIT No. 2.

GENERAL SCHOOL STATISTICS.

Comparative Tables, Statements of Common School Fund, Free School Fund, and of State School Moneys Received and Apportioned.

SCHOOL DISTRICTS.

The number of school districts in the towns of the State on the 25th of July, 1892, and the 25th of July, 1893, was:

1892.....	11,180
1893.....	11,161
Decrease.....	19

SCHOOLHOUSES.

The number of schoolhouses, with their classification according to the materials of which they are constructed, was as follows at the close of the years 1892 and 1893:

1892.	Log.	Frame.	Brick.	Stone.	Totals.
Cities		56	553	6	615
Towns	41	10,071	979	311	11,402
Totals	41	10,127	1,532	317	12,017
1893.	Log.	Frame.	Brick.	Stone.	Totals.
Cities		49	561	7	617
Towns	34	10,047	1,002	315	11,398
Totals	34	10,096	1,563	322	12,015

The following table shows a steady improvement in the character of school buildings in respect to the material with which they were constructed, during the four decades from 1863 to 1893:

	Log.	Frame.	Brick.	Stone.	Totals.
1863.....	216	9,969	995	573	11,753
1873.....	113	9,939	1,232	455	11,739
1883.....	66	10,095	1,360	395	11,914
1893.....	34	10,096	1,563	322	12,015

COST AND VALUE OF SCHOOLHOUSES AND SITES.

The amount expended during the last ten years for schoolhouses, outbuildings, sites, fences, furniture and repairs, is as follows:

Years.	Cities.	Towns.	State.
1884.....	\$1,153,333 66	\$949,882 77	\$2,103,216 43
1885.....	1,838,102 19	986,291 14	2,824,393 33
1886.....	1,405,773 51	870,681 87	2,276,455 38
1887.....	1,587,249 38	806,754 97	2,394,004 35
1888.....	1,855,433 73	1,011,087 81	2,866,521 54
1889.....	2,538,025 22	1,206,534 42	3,744,559 64
1890.....	3,634,917 07	958,347 90	4,593,264 97
1891.....	2,707,165 70	998,793 41	3,705,964 11
1892.....	2,669,918 80	1,255,272 30	3,925,191 10
1893.....	2,688,966 92	1,372,126 06	4,061,092 98
Totals...	\$22,078,886 18	\$10,415,777 65	\$32,494,663 83

The aggregate value of schoolhouses and sites in 1884 and in each successive year, is shown to be as follows:

Years.	Cities.	Towns.	State.
1884.....	\$20,375,152	\$11,562,799	\$31,937,951
1885.....	21,469,133	11,878,448	33,347,581
1886.....	23,508,511	12,153,573	35,662,084
1887.....	24,217,240	12,159,313	36,376,553
1888.....	25,003,559	12,414,796	37,418,355
1889.....	26,237,456	13,116,902	39,354,358
1890.....	27,976,561	13,630,174	41,606,735
1891.....	30,491,922	19,521,569	50,013,491
1892.....	32,281,222	14,783,185	47,064,407
1893.....	34,131,958	15,781,647	49,913,605

The average value of schoolhouses and sites in the towns, in the same years, was:

Years.	
1884.....	\$1,009 58
1885.....	1,038 68
1886.....	1,052 80
1887.....	1,061 67
1888.....	1,084 83
1889.....	1,145 58
1890.....	1,191 03
1891.....	1,700 92
1892.....	1,296 54
1893.....	1,384 59

The average value of schoolhouses and sites in the cities for 1893 was \$55,319.21.

CHILDREN.

The whole number of children between the ages of 5 and 21 years, as reported, was:

Years.	Cities.	Towns.	State.
1892.....	1,112,296	733,223	1,845,519
1893.....	1,166,794	725,594	1,892,388

ATTENDANCE.

The whole number in attendance, in each of the last ten years, is shown in the following table:

Years.	Cities.	Towns.	State.
1884.....	426,828	573,229	1,000,057
1885.....	449,879	574,966	1,024,845
1886.....	457,816	569,951	1,027,757
1887.....	479,923	557,889	1,037,812
1888.....	481,909	551,360	1,033,269
1889.....	488,203	545,610	1,033,813
1890.....	501,449	540,711	1,042,160
1891.....	513,066	540,978	1,054,044
1892.....	538,660	534,433	1,073,093
1893.....	550,634	532,594	1,083,228

The whole number of days of attendance, for each of the last five years, was as follows:

Years.	Cities.	Towns.	State.
1889.....	62,250,098	53,063,998	115,314,096
1890.....	65,702,509	54,953,191	120,655,700
1891.....	67,918,815	54,965,670	122,884,485
1892.....	69,839,975	54,280,277	124,120,252
1893.....	69,980,096	53,551,451	123,531,547

The following table shows for each commissioner district and city of the State the number of children of school age for each qualified teacher; the whole number of children attending school any portion of the year for each qualified teacher; the average daily attendance per teacher; the percentage of average daily attendance on the whole number of children of school age; the percentage of average daily attendance on the whole number of children attending school any portion of the year, and the total for the State and the towns and cities separately:

COUNTIES AND CITIES.	1.	2.	3.	4.	5.
	Number of children over 5 and under 21 years of age for each qualified teacher.	Whole number of children attending school any portion of the year for each qualified teacher.	Average daily attendance per teacher.	Per cent of average daily attendance on whole number of children between 5 and 21 years of age.	Per cent of average daily attendance on whole number of children attending school any portion of the year.
Albany, 1.....	56	40	21	37.50	52.50
2.....	27	21	10	37.03	47.61
3.....	87	47	23	32.18	59.57
City.....	112	47	34	30.35	72.34
Cohoes.....	142	42	25	17.60	59.52
Allegany, 1.....	31	28	16	51.61	57.14
2.....	41	35	21	51.21	60.00
Broome, 1.....	27	24	14	51.85	58.33
2.....	30	26	15	50.00	57.69
Binghamton.....	69	42	32	46.37	76.19
Cattaraugus, 1.....	45	36	22	48.88	61.11
2.....	37	29	18	48.64	62.07
Cayuga, 1.....	35	28	17	48.57	60.71
2.....	31	27	16	51.61	59.25
Auburn.....	76	34	28	36.84	82.35
Chautauqua, 1.....	31	27	15	48.38	55.55
2.....	43	33	19	44.18	57.57
3.....	33	29	16	48.48	55.17
Dunkirk.....	79	30	23	29.11	76.66
Jamestown.....	50	41	31	62.00	75.60
Chemung, towns.....	34	28	17	50.00	60.71
Elmira.....	75	44	35	46.66	79.54
Chenango, 1.....	30	26	14	46.66	53.84
2.....	27	23	12	44.44	52.16
Clinton, 1.....	55	39	20	36.36	51.28
2.....	51	39	18	33.13	46.15
Columbia, 1.....	45	34	17	37.77	50.00
2.....	42	33	18	42.85	54.54
Hudson.....	115	44	32	27.82	72.72
Cortland, 1.....	41	28	19	46.34	67.85
2.....	29	24	14	48.27	58.33
Delaware, 1.....	34	29	16	47.05	55.17
2.....	28	23	13	46.42	56.52
Dutchess, 1.....	54	35	19	35.18	54.28
2.....	50	36	18	36.00	50.00
Poughkeepsie.....	79	38	28	35.44	73.68
Erie, 1.....	76	44	24	31.57	54.54
2.....	57	39	22	40.74	56.40
3.....	40	31	18	45.00	58.06
Buffalo.....	132	52	34	25.75	65.39
Essex, 1.....	39	33	16	41.02	48.48
2.....	46	37	19	41.30	51.35
Franklin, 1.....	45	35	19	42.22	54.28
2.....	52	38	21	40.38	55.26
Fulton, towns.....	46	34	20	43.47	58.82
Gloversville.....	82	58	40	48.78	68.96
Genesee.....	49	35	20	48.98	57.14
Greene, 1.....	49	33	18	36.73	54.55
2.....	38	30	15	39.47	50.00

COUNTIES AND CITIES.

	1.	2.	3.	4.	5.
	Number of children over 5 and under 21 years of age for each qualified teacher.	Whole number of children attending school any portion of the year for each qualified teacher.	Average daily attendance per teacher.	Per cent of daily average attendance on whole number of children between 5 and 21 years of age.	Per cent of average daily attendance on whole number of children attending school any portion of the year.
Hamilton	32	26	14	43.75	53.85
Herkimer, 1.....	49	33	19	38.78	57.58
2.....	38	30	18	47.36	60.00
Jefferson, 1.....	28	25	13	46.42	52.00
2.....	36	29	16	44.44	55.17
3.....	34	28	17	50.00	61.71
Watertown.....	58	37	24	41.38	65.08
Kings, towns.....	102	54	31	30.39	57.41
Brooklyn	130	57	38	29.23	66.67
Lewis, 1.....	29	24	12	41.38	50.00
2.....	41	30	16	39.02	53.33
Livingston, 1.....	46	33	20	43.47	60.61
2.....	41	29	15	36.59	51.72
Madison, 1.....	29	25	15	51.72	60.00
2.....	41	30	20	48.78	66.67
Monroe, 1.....	54	41	23	42.59	56.10
2.....	58	38	21	36.21	55.26
Rochester.....	93	37	28	30.11	75.68
Montgomery	68	41	24	35.29	58.53
New York.....	129	65	43	33.33	66.15
Niagara, 1.....	71	42	23	32.39	54.76
2.....	43	34	18	41.86	52.94
Lockport	76	45	36	47.37	80.00
Niagara Falls	88	52	32	36.36	61.54
Oneida, 1.....	54	34	19	35.18	55.88
2.....	40	32	18	45.00	56.25
3.....	35	28	19	54.28	67.86
4.....	29	26	14	48.27	53.84
Utica	92	43	27	27.83	62.79
Rome	77	45	30	38.96	66.67
Onondaga, 1.....	47	34	21	44.68	61.76
2.....	39	31	19	48.72	61.29
3.....	35	30	17	48.57	56.67
Syracuse	84	46	37	44.05	60.43
Ontario, 1.....	50	37	20	40.00	54.05
2.....	39	29	18	46.15	62.07
Orange, 1.....	67	45	26	38.81	57.78
2.....	61	40	23	37.70	57.50
Newburgh	86	43	31	36.05	72.09
Middletown	84	50	35	41.67	70.00
Orieans	46	35	20	43.47	57.14
Oswego, 1.....	41	35	20	48.78	57.14
2.....	33	28	16	48.48	57.14
3.....	31	27	15	48.39	55.56
City.....	110	45	33	30.00	73.33
Otsego, 1.....	31	26	14	45.16	53.84
2.....	32	27	15	46.87	55.56
Putnam	46	35	19	41.30	54.23
Queens, 1.....	90	50	28	31.11	56.00
2.....	96	58	35	36.46	60.34
Long Island City.....	84	64	41	48.81	64.06
Rensselaer, 1.....	59	36	22	56.41	61.11
2.....	62	38	22	35.48	57.89
Troy	29	39	26	89.66	66.67
Richmond.....	116	57	33	28.45	57.89
Rockland	86	55	29	33.72	52.73
St. Lawrence, 1.....	33	27	16	48.48	59.25
2.....	35	28	16	45.75	57.14
3.....	40	31	16	40.00	51.61
Ogdensburg.....	108	40	26	24.07	65.00
Saratoga, 1.....	51	34	20	39.80	58.82
2.....	41	34	20	48.78	58.82
Schenectady, towns.....	44	32	16	36.36	50.00
City	105	49	35	33.33	71.43
Schoharie, 1.....	29	27	13	44.83	84.15
2.....	32	28	15	46.87	53.57

COUNTIES AND CITIES.	1.	2.	3.	4.	5.
	Number of children over 5 and under 21 years of age for each qualified teacher.	Whole number of children attending school any portion of the year for each qualified teacher.	Average daily attendance per teacher.	Per cent of average daily attendance on whole number of children between 5 and 21 years of age.	Per cent of average daily attendance on whole number of children attending school any portion of the year.
Schuyler	33	27	15	45.45	55.56
Seneca	47	33	20	42.55	60.61
Steuben, 1.....	39	31	17	43.59	54.84
2.....	43	35	19	44.18	54.28
3.....	46	36	18	39.13	50.00
Suffolk, 1.....	56	39	25	44.64	64.10
2.....	63	44	25	39.68	56.81
Sullivan, 1.....	47	35	18	38.30	51.42
2.....	48	38	18	37.50	47.36
Tioga	36	29	17	47.22	58.62
Tompkins, 1.....	28	24	13	46.42	54.17
2.....	30	27	15	50.00	55.56
Ithaca	76	52	40	52.63	76.93
Ulster, 1.....	93	52	31	33.33	59.62
2.....	74	49	24	32.43	48.98
3.....	51	36	20	39.80	55.56
Warren	47	32	17	36.04	53.12
Washington, 1.....	40	32	18	45.00	56.25
2.....	41	34	18	43.90	52.94
Wayne, 1.....	45	36	20	44.44	55.56
2.....	47	39	22	46.81	56.40
Westchester, 1.....	83	48	30	36.11	62.50
2.....	83	44	26	31.33	59.04
3.....	60	39	23	38.33	58.21
Yonkers	127	46	34	26.77	73.91
Wyoming, 1.....	40	32	20	50.00	62.50
2.....	32	28	18	56.25	64.29
Yates	40	31	16	40.00	51.61
Towns	47	34	20	42.55	58.82
Cities	119	56	37	21.09	66.07
State	74	42	27	36.49	64.29

The following statement shows the average daily attendance of pupils:

Years.	Cities.	Towns.	State.
1884.....	284,284	310,876	596,160
1885.....	296,152	314,867	611,019
1886.....	304,667	321,146	625,813
1887.....	312,446	313,164	625,610
1888.....	318,763	311,832	630,595
1889.....	324,337	313,150	637,487
1890.....	336,018	306,966	642,984
1891.....	344,609	305,408	650,017
1892.....	361,767	303,807	665,574
1893.....	371,551	316,546	688,097

The average time each pupil in the towns attended school was twenty and one-tenth weeks; in the cities, twenty-five and four-tenths weeks.

SCHOOL TERMS.

The average length of school terms in the cities was thirty-nine weeks; in the whole State, thirty-six and seven-tenths weeks.

The following table shows the average length of time the schools were in session in the towns for each of the ten years mentioned:

Years.	Weeks.
1884	31.8
1885	33.5
1886	33.6
1887	33.8
1888	33.3
1889	33.4
1890	35.7
1891	35.3
1892	35.5
1893	35.3

REGISTRATION.

The number of pupils registered in the several common schools, normal schools, Indian schools, and private schools during the year was as follows:

Common schools	1,083,228
Normal schools	7,625
Indian schools	890
Private schools	170,901
Total	1,262,644

TEACHERS.

The whole number of teachers employed in the common schools was:

Years.	Males.	Females.	Total.
1889	5,549	26,438	31,987
1890	5,358	26,345	31,703
1891	5,359	26,623	31,982
1892	5,292	26,869	32,161
1893	5,068	27,408	32,476

The number reported as employed at the same time for the legal term of school in each of the last five years, is given in the following table:

Years.	Cities.	Towns.	State.
1889.....	8,317	15,096	23,413
1890.....	8,761	15,074	23,865
1891.....	9,126	15,231	24,357
1892.....	9,515	15,369	24,884
1893.....	9,812	15,602	25,414

TEACHERS' LICENSES.

The following statement shows by whom the teachers employed in the schools were licensed:

	Normal schools.	Supt. Pub. Ins.	Local officers.	Total.
1892.				
Cities.....	637	367	9,898	10,902
Towns.....	2,057	502	18,700	21,259
Total	2,694	869	28,598	32,161
1893.				
Cities.....	720	383	10,059	11,162
Towns.....	2,317	516	18,481	21,314
Total	3,037	899	28,540	32,476

TEACHERS' WAGES.

The amount expended for teachers' wages was:

Years.	Cities.	Towns.	State.
1884.....	\$4,394,949 27	\$3,590,773 41	\$7,985,722 68
1885.....	4,923,821 68	3,839,128 55	8,772,950 23
1886.....	5,236,730 92	3,865,537 85	9,102,268 77
1887.....	5,415,202 91	3,891,222 97	9,306,425 88
1888.....	5,683,855 67	3,992,236 26	9,676,091 93
1889.....	5,727,541 69	4,077,062 31	9,804,604 00
1890.....	6,129,229 54	4,292,942 44	10,422,171 98
1891.....	6,564,365 94	4,448,620 49	11,012,986 43
1892.....	7,048,412 82	4,572,653 91	11,621,066 73
1893.....	7,146,693 05	4,736,401 89	11,883,094 94

The average annual salary for each teacher, calculated from the foregoing statement, was:

Years.	Cities.	Towns.	State.
1884	\$636 30	\$247 57	\$372 97
1885	682 82	262 72	401 52
1886	701 31	261 66	409 27
1887	687 12	262 44	409 83
1888	702 92	266 75	419 75
1889	688 65	270 07	418 76
1890	694 29	285 49	436 71
1891	719 30	292 10	452 16
1892	740 76	297 52	467 00
1893	728 36	303 57	467 58 .

The average weekly wages was:

Years.	Cities.	Towns.	State.
1884	\$16 96	\$7 78	\$11 06
1885	16 86	7 84	11 21
1886	17 66	7 78	11 46
1887	17 39	7 76	11 44
1888	17 70	7 89	11 68
1889	17 47	8 08	11 79
1890	17 40	8 00	11 70
1891	17 89	8 27	12 18
1892	18 75	8 38	12 62
1893	18 67	8 60	12 74

The amount apportioned as a "district quota" was:

Years.	
1885	\$44 94
1886	66 12
1887	76 08
1888	74 56
1889	73 40
1890	72 12
1891	100 00
1892	100 00
1893	100 00
1894	100 00

Previous to 1891 the "district quota" was determined by dividing the amount apportioned for that purpose by the number of duly qualified teachers employed during the preceding school year for the legal term of school. By an amendment to the Consolidated School Act, made by the Legislature of 1890, the "district quota" was made the fixed sum of \$100.

SUMMARY.

The following is a summary of the statistical reports for the year ending July 25, 1893. For a detailed statement by counties, see Table No. 4, in Exhibit No. 1:

	Cities.	Towns.	State.
Number of districts.....	.....	11,161	11,161
Number of teachers employed at the same time for 32 weeks or more.....	9,812	15,602	25,414
Number of children between 5 and 21 years of age.....	1,166,794	725,594	1,892,388
Number of male teachers employed.....	983	4,085	5,068
Number of female teachers employed	10,179	17,229	27,408
Number of children attending the common schools	550,634	532,594	1,083,228
Average daily attendance	371,551	316,546	688,097
Number of visitations by school commissioners.....	.....	15,890	15,890
Number of volumes in district libraries	256,452	557,698	814,150
Number of log schoolhouses .....	.....	34	34
Number of frame schoolhouses	49	10,047	10,096
Number of brick schoolhouses	561	1,002	1,563
Number of stone schoolhouses	7	315	322
Whole number of schoolhouses	617	11,398	12,015

STATEMENT OF ALL SCHOOL MONEYS RECEIVED AND APPORTIONED.

The State school moneys for the ensuing year are to be derived from the following sources :

From the United States Deposit Fund.....	\$75,000 00
From the Common School Fund	170,000 00
From the State school tax.....	3,615,500 00
Total	\$3,860,500 00

The apportionment has been made as required by law, and is as follows:

For salaries of school commissioners	\$115,500 00
For supervision in cities and villages	75,500 00
For libraries.....	55,000 00
For Contingent Fund, including \$51.47 for separate neighborhood.....	3,971 68
For Indian schools	3,728 32
For aggregate attendance quotas.....	1,065,400 00
For district quotas	2,541,400 00
Total	\$3,860,500 00

The following table is a summary of the financial reports relating to common schools for the year ending July 25, 1893.

For a detailed statement by counties, see Table No. 5, in Exhibit No. 1:

RECEIPTS.	Cities.	Towns.	State.
Amount on hand July 26, 1892.....	\$2,089,622 27	\$833,840 71	\$2,923,462 98
Apportionment of public moneys.....	1,699,750 47	2,056,304 63	3,756 055 10
Proceeds of gospel and school lands.....	1,922 64	63,974 10	65,896 74
Raised by tax	8,731,994 24	4,152,908 98	12,884,903 22
Estimated value of teachers' board.....	.....	31,845 58	31 845 58
From all other sources.....	1,301,858 73	937,656 37	2,239,515 10
Total	\$13,825,148 35	\$8,076,530 37	\$21,901,678 72

PAYMENTS.	Cities.	Towns.	State.
For teachers' wages.....	\$7,146,693 05	\$4,736,401 89	\$11,883,094 94
For libraries.....	45,882 57	48,463 74	94,351 31
For school apparatus.....	361,624 41	62,058 88	423,683 29
For school houses, sites, etc.....	2,688,966 92	1,372,126 06	4,061,092 98
For all other incidental expenses	1,477,431 37	977,955 55	2,455,386 92
Forfeited in hands of supervisors.....	.....	3,636 23	3,636 23
Amount on hand July 25, 1893.....	2,104,550 03	875,883 02	2,980,433 05
Total	\$13,825,148 35	\$8,076,530 37	\$21,901,678 72

By deducting from the totals, under the head of payments, the sums remaining on hand July 25, 1893, it appears that the actual expense of maintaining the common schools during the year was as follows:

In the cities	\$11,720,598 32
In the towns	7,200,647 35
Total	\$18,921,245 67
Corresponding total for 1892	18,203,988 04
Increase	\$717,257 63

PUBLIC MONEYS.

The following table shows the receipts and payments on account of the Common School Fund during the year:

<i>Receipts.</i>	
Balance in the treasury October 1, 1892	\$1,777 70
Interest on bonds for lands.....	2,841 65
Interest on loan of 1840.....	948 30
Interest on District of Columbia bonds.....	9,125 00
Interest on money in treasury	9,580 65
Interest on Albany city and county bonds.....	9,380 00
Interest on bond, town of Middletown	1,160 00
Interest on bonds, New York city	64,560 28
Interest on bond, village of Little Falls.....	9,643 75
Interest on bond, town of Volney.....	1,137 50
Dividends on stock of Manhattan Company.....	3,500 00

Rent of land.....	\$13 50
From revenue of United States Deposit Fund	50,000 00
Interest on Niagara Reservation bonds.....	1,500 00
Interest on bond, town of Sidney	1,233 75
Interest on bond, town of Wallkill.....	1,627 50
Interest on bond, town of Otsego	470 75
Interest on bond, town of Cohocton	140 00
Interest on bond, village of Salem	350 00
Interest on bonds, towns of White Creek, Cambridge and Jackson	770 00
Interest on bonds, town of North Hempstead.....	600 00
Interest on bonds, village of Mohawk	320 00
Interest on bonds, town of DeWitt.....	595 00
Premiums on District of Columbia bonds sold	16,000 00
Interest on bonds, village of Northville.....	1,120 00
Interest on Erie county bonds.....	2,160 00
Interest on Buffalo city bonds	7,000 00
Interest on Brooklyn city bonds	28,000 00
Interest on Gloversville city bonds.....	175 00
Interest on Troy city bonds.....	2,275 00
Interest on village of Clinton bonds	945 00
Interest on Ulster county bonds	3,000 00
Interest on village of Herkimer bonds	1,995 00
Interest on village of Fayetteville bonds	733 06
Interest on town of Andes bonds	269 79
Interest on village of Glens Falls bonds	768 15
Interest on Comptroller's bonds	1,400 00
	<hr/>
	\$237,066 33

Payments.

Dividends to common schools	\$220,000 00
Indian schools.....	6,825 96
Premiums on investments.....	11,988 20
	<hr/>
	238,814 16

Deficiency of the revenue September 30, 1893. \$1,747 83

FREE SCHOOL FUND.

The following table shows the receipts and payments on account of the State school tax during the last fiscal year:

Receipts.

Balance on hand October 1, 1892	\$378,400 32
Amount received from Erie county	3,030 22
Interest on deposits	8,091 08
State tax.....	3,931,741 50
	<hr/>
Total	<u><u>\$4,321,263 12</u></u>

Payments.

Apportionment to counties.....	\$3,492,351 55
Supplemental apportionment.....	4,440 00
Teachers' institutes.....	28,143 44
Teachers' training classes.....	16,204 39
Albany State Normal College.....	25,966 91
Brockport State Normal School.....	20,465 99
Buffalo State Normal School.....	19,010 02
Cortland State Normal School.....	22,003 27
Fredonia State Normal School.....	19,500 00
Geneseo State Normal School.....	21,114 88
New Paltz State Normal School.....	18,000 00
Oneonta State Normal School.....	20,530 66
Oswego State Normal School.....	21,969 09
Plattsburgh State Normal School.....	18,000 23
Potsdam State Normal School.....	21,110 49
Indian schools.....	2,569 33
County treasurers' fees.....	9,954 92
School commissioners' salaries.....	113,916 66
Printing and binding school registers and trustees' reports.....	5,200 00
American Museum of Natural History.....	11,117 17
Balance on hand September 30, 1893.....	409,694 12
Total.....	<u>\$4,321,263 12</u>

The total expenditures for the maintenance of our public schools in each year from 1850 to the present time is shown in the following table:

1850.....	\$1,607,684 85
1851.....	1,884,826 16
1852.....	2,249,814 03
1853.....	2,469,248 52
1854.....	2,666,609 36
1855.....	2,544,587 62
1856.....	2,323,049 98
1857.....	3,792,948 79
1858.....	*2,500,000 00
1859.....	3,664,617 57
1860.....	3,744,246 95
1861.....	3,841,270 81
1862.....	3,955,664 33
1863.....	3,859,159 21
1864.....	4,549,870 66
1865.....	5,735,460 24
1866.....	6,632,935 94

* Estimated.

1867.....	\$7,681,201 22
1868.....	9,040,942 02
1869.....	9,886,786 29
1870.....	9,905,514 22
1871.....	9,607,903 81
1872.....	10,416,588 00
1873.....	10,946,007 21
1874.....	11,088,981 70
1875.....	11,459,353 43
1876.....	11,439,038 78
1877.....	10,976,234 45
1878.....	10,626,505 69
1879.....	10,348,918 08
1880.....	10,296,977 26
1881.....	10,808,802 40
1882.....	11,183,027 42
1883.....	11,858,594 09
1884.....	11,834,911 52
1885.....	13,466,367 97
1886.....	13,284,986 64
1887.....	13,760,669 57
1888.....	14,980,841 47
1889.....	15,876,844 91
1890.....	17,392,471 61
1891.....	17,174,835 29
1892.....	18,203,988 04
1893.....	18,921,245 67
Total	<u>\$392,492,533 77</u>

GENERAL EXPENDITURES DURING THE YEAR.

The following table shows the entire amount expended during the year for the maintenance of public educational interests directly connected with this Department:

For the wages of common school teachers.....	\$11,883,094 94
For district libraries.....	94,351 31
For school apparatus.....	423,683 29
For buildings, sites, furniture, repairs, etc.....	4,061,092 98
For other expenses incident to the support of common schools.....	2,455,386 92
For teachers' institutes.....	28,143 44
For teachers' training classes	51,770 00
For normal schools, from the General Fund and Free School Fund	320,135 77
For Indian schools	9,395 29
For American Museum of Natural History....	11,117 17
For Department of Public Instruction	35,088 53

For salaries of school commissioners.....	\$113,916 66
For New York Institution for the Blind.....	43,054 27
For institutions for the deaf and dumb, seven in number	217,520 88
For printing and binding school registers and trustees' reports.....	5,200 00
For Arbor Day expenses, printing, etc.....	1,056 00
For fees of county treasurers	9,954 92
Total	<u>\$19,763,962 37</u>

SCHOOL DISTRICT LIBRARIES.

The following table shows the number of volumes reported annually in the school district libraries for forty-one years, and the amounts annually appropriated and expended for such libraries during the same period :

Years.	No. of volumes.	Appropriated.	Expended.
1853.....	1,604,210	\$55,000 00	\$49,499 39
1854.....	1,572,200	55,000 00	43,657 06
1855.....	1,494,542	55,000 00	55,216 31
1856.....	1,418,100	55,000 00	54,790 75
1857.....	1,377,933	55,000 00	32,163 75
1858.....	1,402,253	55,000 00	35,382 01
1859.....	1,360,507	55,000 00	38,361 58
1860.....	1,286,536	55,000 00	34,035 87
1861.....	1,305,377	55,000 00	34,145 37
1862.....	1,326,682	55,000 00	32,912 92
1863.....	1,172,404	55,000 00	29,465 65
1864.....	1,125,138	55,000 00	26,891 51
1865.....	1,269,125	55,000 00	26,816 08
1866.....	1,181,811	55,000 00	27,500 18
1867.....	1,112,011	55,000 00	24,439 25
1868.....	1,064,830	55,000 00	26,632 52
1869.....	1,026,130	55,000 00	26,897 85
1870.....	986,697	55,000 00	30,651 82
1871.....	928,316	55,000 00	63,505 38
1872.....	874,183	55,000 00	26,059 50
1873.....	856,555	55,000 00	27,203 79
1874.....	831,554	55,000 00	33,013 26
1875.....	809,141	55,000 00	33,225 90
1876.....	804,802	50,000 00	30,762 32
1877.....	765,546	50,000 00	31,125 71
1878.....	751,534	50,000 00	28,555 58
1879.....	755,380	50,000 00	32,071 12
1880.....	735,653	50,000 00	30,398 51
1881.....	707,155	50,000 00	35,499 22
1882.....	705,634	50,000 00	35,805 75

Years.	No. of volumes.	Appropriated.	Expended.
1883.....	\$701,675	\$50,000 00	\$37,799 66
1884.....	701,437	50,000 00	39,107 95
1885.....	722,876	50,000 00	41,369 74
1886.....	734,506	50,000 00	40,509 25
1887.....	737,716	50,000 00	39,722 45
1888.....	762,388	50,000 00	44,854 70
1889.....	785,564	50,000 00	49,742 28
1890.....	787,972	50,000 00	49,890 05
1891.....	829,153	50,000 00	52,159 35
1892.....	825,915	55,000 00	61,820 20
1893.....	814,150	55,000 00	94,351 31
Total.....		\$2,175,000 00	\$1,587,962 67

EXHIBIT NO. 3.

DECISIONS IN APPEAL CASES.

BY THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,
FROM NOVEMBER 10, 1892, TO DECEMBER 20, 1893.

NOTE.

The practice of publishing the more important decisions of the Superintendent in contested matters, brought before him on appeal, commenced in the annual report of 1887, is continued. A table of decisions made since November 10, 1892, is given; but only such decisions as it is thought will be of general interest are published in full. All decisions are recorded in the Department, and those in which the text is not published in full in this report may be examined by parties who desire to do so.

J. F. C.

TABLE OF DECISIONS.

- No. 4133. In the Matter of the Appeal of William Lucaa *v.* School District No. 2, Southfield and Middletown, Richmond County. From the election of a trustee. Appeal dismissed. Decided December 7, 1892.
- No. 4134. In the Matter of the Appeal of L. Needham from proceedings of school district meeting in District No. 14, Evans, Erie County, August 2, 1892. From tax list and assessment. Appeal dismissed. Decided December 7, 1892.
- No. 4135. In the Matter of the Appeal of William S. Barber *v.* Stephen M. Pratt as Trustee of School District No. 2, Bolton, Warren County. Refusal to establish a branch school. Appeal dismissed. Decided December 8, 1892.
- No. 4136. In the Matter of the Appeal of certain taxpayers and voters of Union Free School District No. 1, of the town of Wheatfield, Niagara County. Appeal from location of school-house site. Appeal sustained. Decided December 13, 1893.
- No. 4137. In the Matter of the Appeal of William Q. Hitchcock and Arthur Ostrander *v.* Theron Ames, Trustee, and Henry Harvey, Collector, School District No. 12, Alabama, Genesee County. From tax list and assessment. So much of the appeal as relates to the heading of the tax list and the item of personal services of trustee sustained, as to all other matters, dismissed. Decided December 15, 1892.
- No. 4138. In the Matter of the Appeal of Charles H. Ford *v.* Edward Cutcliffe, Trustee, District No. 9, Town of Bethany, Genesee County. From the employment of an additional school teacher. Appeal dismissed. Decided December 16, 1892.
- No. 4139. In the Matter of the alteration of School District No. 3, Town of Cobleskill Schoharie County, and No. 2, Town of Carlisle, Schoharie County. From order of School Commissioner, altering boundary line between said districts. Want of jurisdiction. Appeal dismissed and order confirmed. Decided December 19, 1892.
- No. 4140. In the Matter of the Appeal of E. B. Thompson *v.* C. E. Woodford, Sole Trustee of School District No. 13, Town of Venice, Cayuga County, N. Y. From neglect of trustee to fence the school site. Appeal dismissed. Decided December 19, 1892.
- No. 4141. In the Matter of the Appeal of Daniel E. Mead *v.* William Knapp, Trustee, District No. 20, Chester, Warren County. For removal of the trustee. Appeal dismissed. Decided December 20, 1892.
- No. 4142. In the Matter of the Appeal of John Q. A. Woodcock *v.* The Board of Education of Union Free School District No. 1, in Independence, Allegany County, N. Y. From decision of the board of education requiring tuition for a child residing with the appellant. Appeal sustained. Decided December 21, 1892.
- No. 4143. In the Matter of the Application for the removal of Christopher Campbell from the office of Sole Trustee of District No. 11, of the Town of Pinckney, Lewis County, N. Y. Petition denied. Decided December 22, 1892.

- No. 4144. In the Matter of the Appeal of A. Thurston, M. T. Torrence, F. C. Mighells and Daniel Carr. From the action and proceedings of the trustee of School District No. 3, Randolph, Cattaraugus county, in making and issuing the assessment and tax-list of said district. Appeal dismissed. Decided December 29, 1892.
- No. 4145. In the Matter of the Appeal of Andrew P. Conklin v. William D. Green, Trustee, District No. 9, Town of Colchester, Delaware County. From acts of the trustee in the construction of a new school-house. Appeal dismissed. Decided December 29, 1892.
- No. 4146. In the Matter of the Appeal of Augustus Redmond v. William D. Green, Trustee, District No. 9, Town of Colchester, Delaware County. For restraining the trustee from levying tax. Appeal dismissed. Decided December 29, 1892.
- No. 4147. In the Matter of the Appeal of Jane Brock v. William D. Green, Trustee, District No. 9, Town of Colchester, Delaware County. From certain special school meetings. Appeal dismissed. Decided December 29, 1892.
- No. 4148. In the Matter of the Appeal of A. P. Conklin from the proceedings of a special meeting held in District No. 9, Town of Colchester, Delaware County, on November 16, 1892. Appeal dismissed. Decided December 30, 1892.
- No. 4149. In the Matter of the Appeal of Apollos B. Wilcox and Augustus W. Gore from certain resolutions and proceedings of District No. 11, Town of Newtown, Queens County, and of a certain meeting of said district. Appeal dismissed. Decided January 4, 1893.
- No. 4150. In the Matter of the Appeal of Ira B. Frazier, Trustee, School District No. 7, Town of Day, Saratoga County, from the action of an alleged school meeting in said district and election of Eli Flansburgh, Trustee, and Squire Houghton, as Clerk. Both alleged meetings set aside and a special meeting ordered. Decided January 5, 1893.
- No. 4151. In the Matter of the Appeal of John Baxter and others from proceedings of annual meeting of August 2, 1892, and special meetings of May 24 and June 16, 1892, in School District No. 3, Hancock, Delaware County. Appeal sustained in part and dismissed in part. Decided January 9, 1893.
- No. 4152. In the Matter of the Appeal of Horatio B. Hand, Sole Trustee, District No. 3, Town of New Lebanon, Columbia County, v. Orville Drumm, School Commissioner. Appeal from order of school commissioner altering school district. Appeal sustained and order of commissioner vacated. Decided January 9, 1893.
- No. 4153. In the Matter of the Appeal of Jacob H. Davis from the proceedings of a special meeting of School District No. 11, in the Towns of Kortwright and Meredith, Delaware County, held in said district on October 22, 1892. Appeal dismissed. Decided January 10, 1893.
- No. 4154. In the Matter of the Appeal of Noel Cloutier and Hiram C. Van Buren from the proceedings of a district meeting in School District No. 8, Town of Providence Saratoga County, held October 5, 1892, and the adjournments thereof. Appeal sustained. Decided January 18, 1893.
- No. 4155. In the Matter of the Appeal of Peter E. Davis and others v. Arthur E. Shaver, Trustee, District No. 6, Town of Colchester, Delaware County. For refusal of trustee to establish a branch school. Appeal dismissed. Decided January 18, 1893.
- No. 4156. In the Matter of the Appeal of John H. Pitkin v. J. Freeman Wells, School Commissioner, Warren County. For dissolving School District No. 1 and joining the same to School District No. 2, Town of Horicon, Warren County. Appeal dismissed and order of commissioner confirmed. Decided January 19, 1893.

- No. 4157. In the Matter of the Appeal of Eugene M. Crabb *v.* C. B. Wood and D. L. Fitzgerald, Trustees, District No. 10, Cape Vincent, Jefferson County. From action in hiring teacher. Appeal dismissed. Decided January 21, 1893.
- No. 4158. In the Matter of the Appeal of Edward Clarence Clark *v.* Richard M. Hunter, Trustee, District No. 1, Town of Esperance, Schoharie County. For hiring additional teacher, etc. Appeal dismissed. Decided January 25, 1893.
- No. 4159. In the Matter of the Appeal of Homer Anderson from so much of the proceedings of the annual meeting in Union Free School District No. 7 of the Town of Cortlandt, Westchester County, on August 2, 1892, as directed the destruction of certain school bonds. Appeal sustained. Decided January 27, 1893.
- No. 4160. In the Matter of the Appeal of Patrick McCormick and O. T. Davis from the proceedings of a special meeting, held in School District No. 2, Town of Dannemora Clinton County, in designating a school-house site, etc. Appeal sustained as to change of school site and sale of present school-house site and house, as to all other matters, dismissed. Decided February 2, 1893.
- No. 4161. In the Matter of the Appeal of Foster A. Lockhart and others *v.* David S. Kirkpatrick, Sole Trustee of School District No. 20, Queensbury, Warren County. From tax-list and assessment. Appeal sustained as to the form of the tax-list and assessment and dismissed as to all other matters. Decided February 3, 1893.
- No. 4162. In the Matter of the Appeal of Noah Wright *v.* Theron Ames, Trustee. School District No. 12, Alabama, Genesee County. From tax-list and assessment. Appeal dismissed. Decided February 4, 1893.
- No. 4163. In the Matter of the Appeal of Richard H. Lee *v.* Board of Education of Union Free School District No. 1, Town of Wellsville, Allegany County. From action of Respondent in suspending from school the daughter of the Appellant. Appeal dismissed. Decided February 15, 1893.
- No. 4163½. In the Matter of the Appeal of De Ville W. Corbin, Chester W. Corbin and Ralph Corbin *v.* George W. Vanderworker, Trustee, School District No. 3, Town of Bainbridge, Chenango County. From attempting to make an original assessment of the William Corbin Estate. Appeal sustained. Decided February 25, 1893.
- No. 4164. In the Matter of the Appeal of Albert B. Brown *v.* J. F. Stilson, Trustee, District No. 8, City of Rome, Oneida County, in permitting school-house to be used for other than educational purposes, namely, religious exercises. Appeal dismissed. Decided February 15, 1893.
- No. 4164½. In the Matter of the Appeal of William S. Barber *v.* Stephen M. Pratt, Trustee, School District No. 2, Town of Bolton, Warren County, for refusing to establish a branch school. Appeal sustained. Decided February 25, 1893.
- No. 4165. In the Matter of the Appeal of Thomas H. Lee from the action of the Board of Education of Union Free School District No. 2, Town of Stony Point, Rockland, County, N. Y., in refusing to enter into a contract for the purchase of a new school-house site in and for said district. Appeal dismissed. Decided February 28, 1893.
- No. 4166. In the Matter of John France *v.* T. E. Finegan, School Commissioner, Second Commissioner District, Schoharie County. From order of said commissioner and Commissioner Cary, First District of Otsego County, forming School District No. 10, Town of Seward. Appeal dismissed and order of commissioners confirmed. Decided March 2, 1893.

- No. 4167.** In the Matter of the Appeal of C. A. Patterson *v.* Board of Education of Union Free School District of Honeoye, Ontario County. From action of respondent refusing to permit two daughters of appellant to attend such school without the payment of tuition. Appeal sustained. Decided March 3, 1893.
- No. 4168.** In the Matter of the Appeal of Jacob Wise from proceedings of a special meeting on January 13, 1893, in District No. 8, Town of Danby, Tompkins County, in voting to pay bill of J. L. Baker, Attorney. Appeal dismissed. Decided March 3, 1893.
- No. 4169.** In the Matter of the Appeal of Seymour C. Bishop and others from proceedings of a special school meeting of District No. 1, Town of Fairfield, Herkimer County. Appeal taken for the reason that no notice of the meeting was given to the voters. Appeal dismissed. Decided March 9, 1893.
- No. 4170.** In the Matter of the Appeal of Charles Kneale, Trustee, School District No. 2, Horseheads, Chemung County, *v.* John T. Smith, School Commissioner, Chemung County. Appeal from order dissolving and annulling School District No. 2 of the Town of Horseheads and annexing the territory to Union Free School District No. 10 of the Town of Horseheads. Appeal dismissed. Decided April 21, 1893.
- No. 4171.** In the Matter of the Appeal of Jerry Sullivan and others *v.* John Williams, Trustee of School District No. 5, Town of Bethel, Sullivan County. Refusal to establish a branch school. Appeal dismissed but without prejudice to the appellants, or any of them, from making application to the trustee after the annual meeting in August, 1893, to establish branch school, nor, if such application should be denied, from appealing to the Department from such decision. Decided July 5, 1893.
- No. 4172.** In the Matter of the Appeal of Foster A. Lockhard and others *v.* David S. Kirkpatrick as Sole Trustee of School District No. 20, Town of Queensbury, Warren County. Appeal to remove the Trustee for willful violation and neglect of duty, and for willfully disobeying a decision and order made by the Superintendent of Public Instruction. Appeal dismissed. Decided May 25, 1893.
- No. 4173.** In the Matter of the Application of Bertha L. Emerson for the removal of George H. Edgerton as Trustee of Joint School District No. 5, Towns of Sidney and Franklin, Delaware County, for willful violation and neglect of duty. Petition dismissed. Decided May 31, 1893.
- No. 4174.** In the Matter of the Appeal of George W. Shelmandline *v.* Charles D. Loucks, Trustee School District No. 1, Blenheim, Schoharie County, for refusing to employ the appellant as teacher for a second term. Appeal dismissed. Decided May 31, 1893.
- No. 4175.** In the Matter of the Appeal of Earl Keller and others from the proceedings of a special meeting held January 31, 1893, in School District No. 10, Town of Fowler, St. Lawrence County. In the selection of a site for a school-house and authorizing the construction of a school-house thereon and raising money therefor. Appeal sustained. Decided June 2, 1893.
- No. 4176.** In the Matter of the Appeal of James Gellan *v.* Arthur W. Burnham, Trustee School District No. 8, Town of Ballston, Saratoga County. From acts of Trustee. Appeal sustained, to so much thereof as is taken from the failure of the Respondent to prefix to the tax list and assessment issued by him a heading showing for what purpose the different items of the tax are levied, and as to all other matters the appeal is dismissed. Decided June 6, 1893.
- No. 4177.** In the Matter of the Appeal of Luke Oliver and others from proceedings of the annual meeting in District No. 13, Town of Canisteo, Steuben County. In the election of a trustee, on the ground that the person elected as trustee was ineligible to the office. Appeal sustained. Decided June 9, 1893.

- No. 4178.** In the Matter of the Appeal of John H. Gould and others from the decision of joint school meeting of District No. 7, Pembroke, and District No. 9, Batavia, Genesee County. Consolidating said districts by establishing a Union Free School therein. Appeal dismissed. Decided July 6, 1893.
- No. 4179.** In the Matter of the Appeal of Charles P. Wall *v.* Thompson B. Mackey, School Commissioner, St. Lawrence County. From order of Commissioner establishing a new school district. Appeal dismissed and order confirmed. Decided July 6 1893.
- No. 4180.** In the Matter of the Petition of Thomas R. Norris for the removal of Herbert A. Jones, as Trustee of School District No. 2, Town of Milo, Yates County. Petition dismissed. Decided July 7, 1893.
- No. 4181.** In the Matter of the Appeal of Julia E. Enright *v.* Meinhart Brunell, Trustee School District No. 2, Town of Allegany, Cattaraugus County. Breach of contract in hiring teacher. Appeal dismissed. Decided July 11, 1893.
- No. 4182.** In the Matter of the Appeal of Alphonso Ames and others *v.* William J. Barr, School Commissioner. Genesee County. From order condemning school-house. Appeal dismissed and order confirmed. Decided September 11, 1893.
- No. 4188.** In the Matter of the Appeal of John B. Russell and others from the proceedings of the annual school meeting held August 22, 1893, in Union Free School District No. 2, of Wawarsing, Ulster County. In the election of trustees. Appeal sustained. Decided September 22, 1893.
- No. 4184.** In the Matter of the Appeal of John H. Gould from decisions of special meeting of Union Free School District No. 9, Batavia and Pembroke, Genesee County, held July 29, 1893, to purchase Rural Seminary, etc. Appeal dismissed. Decided October 30, 1893.
- No. 4185.** In the Matter of the Appeal of John R. Cowen, from tax-list and assessment in Joint School District No. 2, Towns of Brookfield and Columbus, Madison and Chenango Counties, August 1, 1893. Appeal dismissed. Decided October 30, 1893.
- No. 4186.** In the Matter of the Appeal of Lewis Potter from proceedings at the annual meeting in School District No. 4, Town of Highland, Orange County. From the election of district officers. Appeal sustained. Decided October 31, 1893.
- No. 4187.** In the Matter of the Appeal of E. B. Miller from proceedings of annual meeting in School District No. 3, Clinton, Clinton County. From election of trustee. Appeal dismissed. Decided October 31, 1893.
- No. 4188.** In the Matter of the Appeal of Carlton R. Smith *v.* School District No. 3, of the Town of Otego, County of Otsego. From the election of a trustee and purchase of seats. Appeal dismissed. Decided October 31, 1893.
- No. 4189.** In the Matter of the Appeal of Alpheus Bailey from proceedings of annual meeting of School District No. 7, Town of Sand Lake, Rensselaer County, held on August 22, 1893. From irregularities permitted at the meeting. Appeal dismissed. Decided October 31, 1893.
- No. 4190.** In the Matter of the Appeal of Truman L. Wright and others, from proceedings of annual meeting of School District No. 6 Town of Lafayette, Onondaga County. From the election of trustee, etc. Appeal dismissed. Decided November 1, 1893.
- No. 4191.** In the Matter of the Appeal of David Gillespie from proceedings of annual meeting in School District No. 6, Town of Shawangunk, Ulster County. From the election of district officers. Appeal sustained. Decided November 1, 1893.

- No. 4192.** In the Matter of the Petition of John E. Casey for the removal of Adelbert Case, as Clerk of School District No. 6, Town of North Norwich, Chenango County. For willful violation and neglect of duty. Petition sustained. Decided November 2, 1893.
- No. 4193.** In the Matter of the Appeal of Reuben J. Rose from proceedings of annual meeting of School District No. 1, Town of Highland, Orange County. In the election of a trustee. Appeal dismissed. Decided November 2, 1893.
- No. 4194.** In the Matter of the Appeal of Hiram D. Freer and others *v.* Simeon Van Vliet and Albert Lyons, Trustees of School District No. 5, Town of Esopus, Ulster County. For various acts of trustees. Appeal dismissed. Decided November 2, 1893.
- No. 4195.** In the Matter of the Appeal of Peter E. Demarest *v.* The Board of Education of Long Island City. For the removal of appellant as principal of the fifth ward (new) school, Long Island City. Appeal sustained. Decided November 2, 1893.
- No. 4196.** In the Matter of the Appeal of C. H. Bliven and others from proceedings of annual school meeting in District No. 27, Town of Watervliet, County of Albany. For various irregularities permitted at such meeting and the election of a trustee and collector, each of whom was not eligible. Appeal dismissed. Decided November 2, 1893.
- No. 4197.** In the Matter of the Appeal of F. S. Pond, Trustee of School District No. 18, Town of Tompkins, Delaware County, *v.* E. E. Conlon, School Commissioner, First Commissioner District, Delaware County. From an order of said commissioner directing the purchase of new seats and desks. Appeal dismissed. Decided November 2, 1893.
- No. 4198.** In the Matter of the Appeal of George L. Kilmer and George Bringolf, from proceedings of school meeting held July 8, 1893, in School District No. 3, Towns of Southfield, Middletown and Northfield, County of Richmond. From selection or designation of a school-house site therein. Appeal dismissed. Decided November 4, 1893.
- No. 4199.** In the Matter of the Appeal of David Fowler from proceedings of the annual meeting in School District No. 10, Towns of Kingsbury and Argyle, Washington County, held August 22, 1893. From election of trustee and voting a tax Appeal dismissed. Decided November 14, 1893.
- No. 4200.** In the Matter of the Appeal of W. A. Roedel, F. J. Tolles and Walter C. Reid, from proceedings of annual meeting in Union Free School District No. 1, Town of Eastchester, Westchester County. From the election of three persons as trustees and of a person as district clerk, etc. Appeal sustained so far as the election of one Holler, as trustee, and of one Toumine, as district clerk. Dismissed as to all other matters. Decided November 15, 1893.
- No. 4201.** In the Matter of the Appeal of Nathan Johnson and Theodore D. Rich from proceedings of a special meeting held on July 5, 1893, in Union Free School District No. 1, Town of Eastchester, Westchester County. From the legality of the meeting and its action, and from the action of the board of education in refusing to record proceedings of certain meetings of the district. Appeal sustained. Decided November 16, 1893.
- No. 4202.** In the Matter of the Appeal of Jerry L. Gardner *v.* Howard B. Harrison, School Commissioner, Second Commissioner District of Steuben County. From refusal of Commissioner to grant to appellant a certificate of second grade of teacher, on the ground of want of moral fitness on the part of the appellant. Appeal dismissed. Decided November 13, 1893.

- No. 4203.** In the Matter of the Appeal of Owen Mathews from proceedings of the annual meeting held in Union Free School District No. 2, Flatbush, Kings County. From the election of Trustees. Appeal dismissed. Decided November 18, 1893.
- No. 4204.** In the Matter of the Appeal of Albion Norris Fellows from action and decision of David Fox and Theodore F. Clay, Trustees of School District No. 3, Town of Ramapo, Rockland County, and from proceedings of a special meeting of said district, held September 19, 1893. From action and decision of trustees in refusing to recognize the appellant as a duly elected Trustee of said district and in refusing to permit him to act as such trustee, and also from the proceedings of a special meeting of said district held therein on September 19, 1893, in the election of a Trustee. Appeal sustained. Decided November 24, 1893.
- No. 4205.** In the Matter of the Petition of Thomas J. McNamara for the removal of James McCullough as School Commissioner of the Fourth Commissioner District of the County of Oneida. Petition to remove Commissioner for willful violation and neglect of duty. Application denied and petition dismissed. Decided December 1, 1893.
- No. 4206.** In the Matter of the Appeal of Neil Cloutier from proceedings of district meeting in School District No. 8, Town of Providence, Saratoga County, held August 22, 1893. From resolution adopted to raise money to pay the entire indebtedness of the district. Appeal dismissed. Decided December 8, 1893.
- No. 4207.** In the Matter of the Appeal of Jacob Willetts and others *v.* Orville Drumm, School Commissioner, Second Commissioner District, Columbia County. Appeal from order dissolving the school district and annexing the territory, embraced in said district to two other school districts. Appeal dismissed and order of Commissioner affirmed. Decided December 12, 1893.
- No. 4208.** In the Matter of the Appeal of S. D. Pitts, Eliza Taggart and George Taggart *v.* N. O. Wheeler, Trustee, School District No. 1, Town of Hornellsville, Steuben County. From a tax list and assessment. Appeal dismissed. Decided December 20, 1893.

DECISIONS IN APPEAL CASES.

No. 4163 $\frac{1}{2}$.

In the Matter of the Appeal of DEVILLE W. CORBIN, CHESTER W. CORBIN and RALPH CORBIN *v.* GEORGE W. VANDERWORKER, Trustees School District No. 3, Town of Bainbridge, Chenango County.

It is the policy of the school laws to require trustees of school districts, in making out a tax-list to follow the last revised town assessment-roll. The law gives trustees no power to revise the work of the town assessors. It is only in special cases that trustees have authority to make original assessments, *i. e.*, where there is change in the value of property since the completion and revision of the last assessment-roll of the town. When the town's assessors have settled the question of valuation it must not be reopened by trustees, because such officers are of the opinion that it is wrongly determined.

(Decided February 25, 1893.)

This is an appeal from the action of the respondent, as trustee of school district No. 3, town of Bainbridge, Chenango county, in making, or attempting to make, an original assessment of the William Corbin estate.

The material facts established are as follows:

The appellants are the owners, under the will of William Corbin, deceased, of a certain tract of land, lying in one body, known as the William Corbin estate. That the buildings on said land are situate in the town of Afton. That said lands were assessed by the assessors of said town of Afton, on the last revised assessment-roll of said town in one body, as follows: The William Corbin estate, 321 acres, valuation \$7,200. No buildings have been erected on said lands or improvements made thereon since such assessment by said town assessors. That the appellants have not purchased or in any manner acquired title to or control of any lands since such assessment; and all the lands owned, occupied or in any wise controlled by said appellants were included in such assessment by said town assessors. That said lands are partly wild lands and the quantity of land can not be definitely ascertained; that the boundaries thereof are uncertain, and in some parts unknown, and that it would require a competent civil engineer and surveyor, with proper instruments, aided by records, to correctly ascertain such boundaries and monuments and the precise acreage of the land comprising said estate. That the

assessors of said town of Afton at different times have been required to review the assessment of said estate and increase the valuation thereof, but after examination and review, have declined to change such assessed valuation. That the respondent, as such trustee, as aforesaid, made, in November, 1892, a tax-list and assessment for said district, in which he made or attempted to make relative to the William Corbin estate, an original assessment, placing upon said tax-list and assessment as the same was assessed upon the last assessment-roll of the town of Afton, after revision by the assessors, the following: "Corbin estate, 321 acres, \$7,200 valuation, nine dollars and forty-three cents," and as an original assessment the following: "Corbin estate, 144 acres, \$1,000 valuation one dollar and thirty-one cents." He also placed upon said tax-list and assessment, as an original assessment, the following: "Ralph Corbin, ten acres, valuation \$350." That on November 28 or 29, 1892, said respondent served upon the appellants a notice that he had completed the assessment and tax-roll of said district, and a copy thereof was at his shop, where the same might be seen and examined by any person interested until the twentieth of December, 1892, and that on that day he would review the said roll. That no other notice, public or otherwise, of the completion of the said assessment and the appointment of a day for the hearing of grievances was given by said respondent as such trustee, either by posting the same or in any other manner. That on said December 20, 1892, the appellant appeared before said respondent as such trustee, and objected to the aforesaid original assessments made relative to the Corbin estate and Ralph Corbin; that testimony was presented before said respondent, and afterwards, and on December 23, 1892, the respondent delivered said tax-list and assessment, containing said original assessment, with his warrant, to the collector of said district.

By section 68 of title 7 of the Consolidated School Laws of 1864 it is provided that, when such reductions shall be duly claimed, and where the valuation of taxable property can not be ascertained from the last assessment-roll of the town, the trustees shall ascertain the true value of the property to be taxed from the best evidence in their power, giving notice to the persons interested, and proceeding in the same manner as the town assessors are required by law to proceed in the valuation of taxable property.

By the laws of this State, town assessors are required to put up, at three or more public places in their town, notices that they have completed their assessment-roll, and that a copy thereof is left with one of their number where the same may be seen and examined by any person interested, and that said assessors will

meet at a time and place specified in said notice to review their assessments.

Section 68 relates to cases where the trustee does not follow the town assessment. Where the valuations are increased or new property is added, in such cases the section requires the trustee to give notice to the parties interested, and to proceed in the same manner as town assessors are required by law to proceed in the valuation of taxable property. The courts have held an omission to give such notice is a jurisdictional defect, invalidating the tax.

In the appeal of Bryant and others, No. 3342, where the trustee had made an original assessment and served a personal notification upon the person assessed, but failed to give the notice required by law for town assessors, Superintendent Ruggles decided that the trustee, having failed to give the notice prescribed by the statute, the original assessment is void for want of jurisdiction. I concur in the decision of Superintendent Ruggles, and decide and determine that the original assessment made by the respondent herein is void for want of jurisdiction, and that the said tax-list and warrant issued by the respondent, as such trustee, to the collector of said school district, on December 23, 1892, must be therefore set aside as invalid and void.

Assuming, however, for the purposes of the argument, that the respondent has given all the notices required by law, his original assessments were without authority of law.

By section 66 of title 7 of the school laws, it is provided that land lying in one body and occupied by the same person, either as owner or agent for the same principal, or as tenant under the same landlord, if assessed as one lot on the last assessment-roll of the town, after revision by the assessors, shall, though situate partly in two or more school districts, be taxable in that one of them in which the occupant resides. Chapter 315 of the Laws of 1886 provides that when the line between two towns, wards or counties divides a farm or lot, the same shall be taxed, if occupied, in the town, ward or county where the occupant resides. By section 67 of title 7 of the school laws, the valuations of taxable property shall be ascertained, so far as possible, from the last assessment-roll of the town after revision by the assessors.

It is affirmatively established that the land known as the "Corbin estate" lies in one body and owned by the appellants as devisees under the will of William Corbin, who reside in the town of Afton, and was assessed as one lot on the last assessment-roll of the town, after revision by the assessors, and valued at \$7,200. It is also affirmatively established that all the land owned by the appellant, Ralph Corbin, in said school district No. 3, of Bainbridge, is included in the land lying in one body, known as the

Corbin estate, as aforesaid. If the ten acres attempted to be assessed to Ralph Corbin by the respondent, is divided from the rest of the land of the Corbin estate by the town line between the towns of Afton and Bainbridge, it is properly assessed, under said chapter 315, of the Laws of 1886, as part of said estate in the town of Afton, where said Ralph Corbin resides, and the assessors of the town of Bainbridge, when requested, very properly declined to assess said ten acres to said Ralph Corbin in the town of Bainbridge. It is also affirmatively established that there has been no change in the value of the property known as the "Corbin estate," nor any increase in the quantity of land of said estate, since the last assessment-roll of the town of Afton, after revision by the assessors. It is not shown by competent proof that the said assessors have unquestionably made an error in assessing said estate at 321 acres, nor that they erred in judgment in their valuation of said land at the sum of \$7,200; but on the contrary it is shown that the acreage of said estate has been examined, investigated and considered by said assessors, and that the valuation put thereon is higher than that of other farm lands in the vicinity.

It is the policy of the school laws to require trustees, in making out a tax-list, to follow the last revised town assessment-rolls. The law gives trustees no power to revise the work of the town assessors. It is always to be borne in mind that town assessment-rolls are prepared by officers who are chosen with special reference to such service, and who must be presumed to be better informed as to subjects of taxation than school trustees are likely to be. It is only in special cases that trustees have authority to make original assessments, i. e., where there is a change in the value of property since the completion and revision of the last assessment-roll of the town; as for example, where improvements have been made by the erection of buildings not completed when the town assessment was made or where buildings have been destroyed, or where the property of a party is clearly known or acknowledged to have been increased, as by a bequest or otherwise, or where the town assessors have unquestionably made an error, as in assessing one for 100 acres of land when he is known to own but fifty acres, or vice versa. These cases, however, are not frequent, and, upon the facts presented, none of them are shown to exist in the matter under review. Trustees must not assume to pass upon the judgment of the town assessors. When the town assessors have settled the question of valuation it must not be reopened by trustees because these officers are of the opinion that it is wrongly determined.

The appeal herein is sustained.

It is ordered, that the tax-list and warrant issued by the trustee of school district No. 3, town of Bainbridge, Chenango county, to the collector of said district, on December 23, 1892, be, and the same hereby is, declared invalid and void; that all sums collected upon or by virtue of said tax-list and warrant be refunded to the person or persons respectively, from whom the same were so collected. That said trustee forthwith make a new tax-list and assessment for said district in which the said "Corbin estate" shall be taxed and assessed as the same is taxed and assessed in the last assessment-roll of the town of Afton, after revision by the assessors; and said tax-list shall not contain any tax or assessment against Ralph Corbin for ten acres of land forming a part of and included within the assessment of said Corbin estate on said assessment-roll of the town of Afton.

No. 4164 $\frac{1}{2}$.

In the Matter of the Appeal of WILLIAM S. BARBER v. STEPHEN M. PRATT, Trustee, School District No. 2, Town of Bolton, Warren County.

Whenever, in any remote locality of the district, a number of scholars, sufficient to make a respectable school, are debarred, from the fact of such remoteness, from attending school, the establishment of a temporary branch school will be directed.

(Decided February 23, 1893.)

This is an appeal from the action and decision of the respondent as trustee of school district No. 2, town of Bolton, Warren county, in refusing to establish a temporary or branch school in the part of said school district known as the "Robinson neighborhood."

It appears from the papers filed herein that there are about 123 children of school age residing in said district; that the district school-house has two rooms, each of which is capable of holding about forty-eight pupils; that there are about twenty-six children of school age residing in that part of said district known as the "Robinson neighborhood;" that about seventeen of such children are compelled to go about two and one-half miles over steep hilly roads to attend the school in the school-house of said district; that said roads are badly drifted in winter season, and that it is difficult in inclement weather for such pupils to attend the school at said school-house; that the assessed valuation of said district is about \$218,000; that there was a temporary branch school conducted last year in said neighborhood for a period of ten weeks at a cost of eighty-five dollars; that a suitable room or building

for such temporary branch school can be hired for a reasonable sum, and the expense of procuring necessary furniture, etc., for said school will be small.

The school commissioner of the commissioner district in which said school district is situate, is of the opinion that as the school in the district is a graded school with two teachers, to take away one of said teachers or to take from the school a portion from each department to establish the branch school would not be for the best interests of the pupils. It appears, however, from the certificate of said teachers that the entire attendance in one of said departments, of pupils from the Robinson neighborhood, for the present school year and between September and December, 1892, aggregated but fifty-nine days, and that in the higher department there has been no attendance of pupils from said neighborhood since the beginning of the school year. Should a branch school be established the trustee should employ a teacher for the same, and not transfer either of the teachers now employed.

It appears from the papers filed herein that at some time during the progress of this appeal, an agreement was arrived at between the appellant and respondent, by which the respondent was to establish such branch school, but from a reason, which does not clearly appear, the respondent declined to do so.

By section 50 of title 7 of the Consolidation School Act of 1864, power is given to the trustees of school districts, whenever it shall be necessary for the due accommodation of the children of the district, to hire temporarily, any room or rooms for the keeping of school therein, and any expenditure made or liability incurred in pursuance of said section shall be a charge upon the district. This department has the power, upon appeal, to review the decision of trustees either in establishing or refusing to establish a temporary branch school in any district. This department, has held that whenever, in any remote locality of the district, a number of scholars sufficient to make a respectable school are debarred, from the fact of such remoteness, from attending school, the establishment of a temporary branch school will be directed. It seems clear to me from the fact of the number of children residing in said Robinson neighborhood; their distance from the present school-house; the difficulty in an inclement season of reaching such school-house; and the assessed valuation of the district that a temporary branch school should be maintained, as asked for by the appellant.

The appeal herein is sustained.

It is ordered, That the trustee of school district No. 2, town of Bolton, Warren county, be, and he hereby is, directed to forthwith employ a competent qualified teacher, and hire a school-room

and establish a temporary branch school in that part of said school district known as the "Robinson neighborhood," and that such temporary branch school be maintained by him for a period of not less than twelve weeks during the present school year.

No. 4164.

In the Matter of the Appeal of ALBERT B. BROWN *v.* J. F. STILSON,
Trustee, District No. 8, City of Rome, Oneida County.

School-houses may be used out of school hours and when not in use for district purposes for religious meetings, Sunday schools, lectures or any other moral, literary or useful purpose, with the approbation of a majority of the district and consent of trustees. Where an appellant does not show that any injury has resulted or does result to the school-house, or to the district from the holding of said meetings for religious purposes, there is not presented any grievance demanding the interposition of this department.

(Decided February 15, 1893.)

This is an appeal from the action and decision of the respondent in permitting the school-house in school district No. 8, city of Rome, Oneida county, to be used for other than educational purposes as against the objection of the appellant.

The appellant shows that on October 25, 1892, the appellant served upon the respondent a notice not to allow the school-house in said district to be used for other than school purposes from the date of said notice. The appellant also makes an affidavit of the service of such notice and avers that the respondent has disregarded said notice and continues to allow said school-house to be used for other than educational purposes, to wit, for religious purposes. That deponent was present at the said school-house on Sunday, November 8, 1892, and that preaching was held therein, and that the respondent was present and consented to and took part therein. It is not alleged in said appeal that any injury, damage or loss has been sustained by the district in consequence of the use of said school-house for other than educational purposes. The appeal is not supported by any proof or affidavit other than that of the appellant.

The answer admits that said school-house has been, and is, used for other than educational purposes and shows that the school-house in said district is situate several miles from a church in which a Sunday school or religious meetings are held; that for many years it has been the custom to hold religious meetings in said school-house; that about ten years ago, at the request of the people residing in said district, a union Sunday school was organized and said school held regularly on Sunday in said school-house; that said school commenced with eleven scholars

and has increased to fifty-five scholars, having a regular average attendance of thirty-five scholars, said scholars being children of persons belonging to different religious denominations; that at the religious meetings, which are regularly held in said school-house one, Rev. Mr. Decker, of Lowell, Oneida county, is the stated preacher, and said meetings have been largely attended by the people residing in said district, the most of whom are patrons of the district school and taxpayers in the school district. That prayer-meetings are held in said school-house once each month, and a religious meeting is held in said school-house once in each month by the Young People's Society of Christian Endeavor. That said religious societies have purchased and placed in said school-house a cabinet organ, the free use of which is made by the district school every day in which said school is in session. Said Sunday school has also provided said school-house with window-shades, lamps and other fixtures and furniture. That said school-room is cleaned once every week by the Sunday school, and said religious societies furnish the fuel and lights used by them, no fuel, etc., of the district being used at said religious meetings. That no injury has been done to the said school building or fixtures, nor to any school books or property of the pupils therein. That a large bell, mounted upon the school-house, is in use by the district school, and said bell was purchased by the inhabitants and not by the district.

It does not appear from the papers presented upon this appeal that any other person than the appellant has objected to the use of said school-house for said religious meetings, but, on the contrary, the affidavits of twenty qualified voters, in addition to that of the respondent, are presented approving of such use and the action of the respondent in permitting the same to be so used.

Trustees are charged with the custody of the school-house for the purpose of public instruction, and it is their duty to exercise a general supervision over its care and management that the instruction of the pupils in the school shall not be embarrassed by any use of the house other than for school purposes, and that the property of the district, and the furniture, books and papers belonging to the school or the pupils shall not be destroyed or injured. Any use of the house in subordination to these restrictions, and not inconsistent with the main purposes for which it was designated may be allowed by the trustees under section 52 of title 7 of the Consolidated School Laws of 1864.

Superintendent Van Dyck, on March 15, 1859, held: "The quiet assembling of orderly persons for religious instruction, not at unreasonable hours can not be a serious injury to the school-house, nor to educational interests, generally, of the district.

At all events, I am not disposed to interfere with the discretion of the trustees in regard to a proper custody of a school-house, until the abuse of that discretion is clearly proven by evidence showing that positive injury and damage have resulted from allowing the school-house to be used for other than school purposes." Superintendent Van Dyck, on January 7, 1860, said: "I am disposed to hold, with a previous opinion of this department, found in Randall's School System, 220, that the school-house may be used, out of school hours and when not wanted for district purposes, for religious meetings, Sunday schools, lectures, or any other moral, literary or useful purpose, with the approbation of a majority of the district, and consent of trustees."

The decision of Superintendent Van Dyck, of March, 1854, was concurred in by Superintendent Weaver, in October 23, 1868. Superintendent Gilmour, in June, 1870, held: "The trustee is the legal custodian of the school-house, and whenever he permits it to be used for purposes lawful and commendable in themselves, which do not interfere with the school, nor injure the district property, this Department will not interfere in the matter."

I fully concur with my predecessors in office in their opinions and decisions as above quoted.

As the appellant herein does not show that any injury has or does result to the school-house, nor to the district, from the holding of said meetings for religious purposes, there is not presented any grievance demanding the interposition of this Department.

Appeal dismissed.

No. 4166.

In the Matter of the Appeal of JOHN FRANCE *v.* T. E. FINEGAN, School Commissioner, Second Commissioner District, Schoharie County.

In the formation of school districts this Department will not interfere with the discretion which the law reposes in the school commissioner where the convenience of individuals alone is affected and where no material interest of such individual or of the district is involved. A merely factious opposition, founded on selfishness or feeling, or willfulness or fancied illusion, cannot be successfully urged to defeat any public purpose good and desirable in itself.

(Decided March 2, 1893.)

On August 27, 1892, by the joint action and order of Commissioner Finegan, school commissioner of the second commissioner district of Schoharie county, and Commissioner Cary, school commissioner of the first commissioner district of Otsego county, which order was duly filed in the office of the town clerk of the town of Seward, Schoharie county, a new school district was

formed and erected in said town and designated as No. 10, town of Seward. The territory comprising said new district was described in said order and consisted of parts of school district No. 14, of the town of Sharon; No. 6, of the town of Seward; No. 2, of the town of Seward, all in the county of Schoharie, and joint district No. 7, towns of Seward and Decatur, in the counties of Schoharie and Otsego. The trustees of the districts hereinbefore stated respectively consented in writing to the formation of said new district. That the order and survey of lands comprising said new district contained and embraced within its boundaries the residence and a large portion of the lands of John France, the appellant herein. That on August 29, 1892, Commissioner Finegan issued and delivered to one Eckerson a notice for the first meeting of the qualified voters of said new district, to be held at the house of one Eldridge, on September 8, 1892, at 7.30 p. m., for the purpose of electing officers of said new district, etc. That said notice contained a true description and boundaries of said new district, and was duly served by said Eckerson upon the appellant by reading the said notice to said appellant. That said appellant attended said district meeting on September 8, 1892. That on October 20, 1892, the trustee of said new school district No. 10 informed the appellant that the lands of the appellant were included in said new district. That on or about November 30, 1892, the appellant brought this appeal from the order of the said school commissioners forming said new district.

The appellant claims, as the principal ground of appeal, that he has one child of school age, and that such child can not attend the school in said new district without traveling more than two miles, and more than double the distance that would be required to attend the school in district No. 7, in which district appellant formerly belonged.

It appears from the papers filed in this appeal that said district No. 10, prior to the appeal herein, had purchased a site and erected a new school-house thereon, at a cost of \$1,100, of which sum \$500 was assessed and collected. That said school-house is situate within about twenty rods of the railroad depot at Seward, and near the Lutheran church. That by the public highway the distance from the house of appellant to said school-house in district No. 10 is only about a quarter of a mile further than to the school-house in said district No. 7. That the lands of one Gilbert France, at the time when the said order forming said district No. 10 was made and said district erected, adjoined the land of appellant, and extended from said lands of appellant to the aforesaid railroad station and church and the site of the new school-house. That between the dwelling-house of appellant and the said rail-

road station, church and site of the present school-house, there was at the time of the formation of said new school district, and had been for some time previous thereto, a beaten traveled track and road on which the appellant and the public traveled on foot and with teams. That on said road bridges have been built, and appellant has worked upon said road and assisted in building the said bridges. That said road is partly upon the land of said appellant and partly on the land of Gilbert G. France, and extends in a direct line from the residence of the appellant to what is now the site of the new school-house; the distance between the said two points being about half a mile. That prior to the formation of said new school district said road was the one used by the appellant in going to the railroad station, church, etc. That on December 21, 1892, said Gilbert G. France made and acknowledged a deed to the appellant conveying to him and his assigns forever, a right of way over said lands traveled as aforesaid as a road, and to his servants and tenants to, at all times, freely to pass and repass on foot and with horses, etc., carts, wagons, vehicles, etc., subject to the rights of the public to use said way, and of the said Gilbert G. France, or his heirs or assigns, to use the same in common with the appellant, his heirs or assigns; and subject to the rights of said Gilbert G. France, his heirs or assigns, to dispose of the same to the public for a public road or highway. That said Gilbert G. France, by one Eldredge, his agent, tendered said deed to the appellant who refused to accept it, and thereafter the said Eldredge, as such agent, as aforesaid, in the presence and hearing of the appellant, placed said deed in the hands of one Arthur Fox, for the appellant, stating to the appellant that he could get said deed from said Fox at any time.

The appellant alleges that he can not get to the aforesaid road on the lands of Gilbert G. France without crossing the lands of one Mereness, and that the wagon track from appellant's house over the lands of Mereness to the lands of France has been closed up with bars or fences nailed up. It is alleged, by the respondent, and not denied by the appellant, that said Mereness is a young man about 22 years of age, and the son-in-law of the appellant; that the record in the office of the clerk of Schoharie county, made as late as February 2, 1893, fails to show any conveyance of any land to said Mereness; that if said Mereness owns any land, as stated by appellant, his right to the same is derived from appellant, and that the same has not been made in good faith, but only temporarily, and for purposes of this appeal, and such transactions, in reference thereto, if any, have been made since the formation of said new school district, and the commencement of this appeal.

The appeal herein must be decided upon the situation and condition of matters in said district, when the order forming and erecting said district was made.

It also affirmatively appears that the assessed valuation of school district No. 10, is \$48,810, and that of school district No. 7, is \$79,561.

In my opinion, the commissioners, in making the order and forming said school district No. 10, town of Seward, having received the written assent of all the trustees of the school districts to be affected, had jurisdiction, and that they exercised proper judgment and discretion in their action therein.

The appellant is bound to sustain his appeal by a preponderance of proof, and in this he has failed. The appellant has failed to show that any material interest of his or of the district is involved by the action of the said commissioners.

This department has held that it will not interfere with the discretion which the law reposes in the commissioners, where the convenience of individuals alone is affected, and where no material interest of such individual or of the district is involved.

While individual opposition to measures of public utility should be duly considered, that opposition should be allowed to have weight only as it has a substantial foundation in reason and justice. A merely factious opposition, founded on selfishness or feeling or willfulness, or fancied illusion, can not be successfully urged to defeat any public purpose, good and desirable in itself.

The appeal herein is dismissed, and the order of said commissioners of August 23, 1892, forming and erecting school district No. 10, town of Seward, Schoharie county, is confirmed.

No. 4167.

In the Matter of the Appeal of C. A. PATTERSON *v.* BOARD OF EDUCATION OF THE UNION FREE SCHOOL OF HONEOYE, ONTARIO COUNTY.

Where a statute prescribes "residence" as a qualification for the enjoyment of a privilege or the exercise of a franchise the word is equivalent to the place of domicile of the person who claims the benefit. To acquire a domicile two things are necessary,—the fact of residence in a place and the intent to make it a home. To retain a domicile once acquired actual residence, however, is not indispensable, but it is retained by the mere intention not to change it or adopt another, or rather, by the absence of any present intention of removing therefrom. Held, that the appellant was a resident of Honeoye, Ontario County, and his children were entitled to attend the union free school therein without payment of tuition.

(Decided March 3, 1893.)

This is an appeal from the action of the board of education of union free school of Honeoye, Ontario county, in refusing to permit two daughters of the appellant to attend said school, without pay-

ment of tuition, on the ground that their father, the appellant, was not a resident of said school district.

The main question to be considered upon this appeal is, as to the residence of the appellant at the time of the action and decision of the board of education of the union free school of Honeoye, from which action and decision this appeal is brought.

A large number of affidavits on behalf of the appellant and respondent have been filed, in many of which the matters stated are not material or relevant to the question of the residence of the appellant. After a careful examination and consideration of the papers presented, it appears:

That in the year 1866, the appellant became a resident of Honeoye, Ontario county, and continued to reside there until the year 1883, when he purchased a farm in the town of Conesus, Livingston county, and removed to, and became a resident of, said town of Conesus; that he continued to reside in said town of Conesus, until the fall of the year 1890, when he removed to Honeoye, and ever since has been, and still is, a resident of Honeoye. That his wife and two minor daughters reside with him in Honeoye, and that he and his said family occupy a house or part of a house therein rented by him for such residence. That the appellant has voted in Honeoye at the general election of this State held in the years 1891 and 1892, and that his vote thereat has never been challenged. That the appellant has, during his residence in Honeoye, frequently been to his farm in Conesus on business connected with said farm, and spent considerable portions of time at said farm, and that his wife and daughters have frequently accompanied him to said farm and remained with him during his stay thereat. That when not engaged in any business upon his said farm the appellant has worked in different employments in Honeoye.

It is not affirmatively shown that since the removal of the appellant to Honeoye in the fall of 1890, he has attempted to exercise or has exercised any rights and duties of a citizen in the said town of Conesus.

Under the laws, the words residence, domicile and inhabitancy mean generally the same thing. "Inhabitancy and residence mean a fixed and permanent abode or dwelling place for the time being, as distinguished from a mere temporary locality of existence." (8 Wendell, 140.) To acquire a domicile two things are necessary, the fact of residence in a place, and the intent to make it a home. To retain a domicile once acquired, actual residence, however, is not indispensable, but it is retained by the mere intention not to change it or adopt another, or rather, by the absence of any present intention of removing therefrom.

The appellant, in the fall of 1890, removed from Conesus to Honeoye, intending to make Honeoye his residence, and he acquired a residence or domicile in Honeoye, by the fact of such residence therein, and intent to make it his residence. Having acquired such domicile, actual residence all the time in Honeoye was not indispensable to retain such residence, and his frequent visits to his farm in Conesus without the intent on his part to remove from Honeoye to Conesus, retained his residence in Honeoye. A domicile once acquired remains until a new one is acquired. In legal contemplation every person must have a domicile somewhere, and he can only have one domicile at one and the same time. Mere intention to remove, without the fact of removing, will not change the domicile, nor will the fact of removal without intention to change the residence, change such residence.

Where a statute prescribes "residence" as a qualification for the enjoyment of a privilege or the exercise of a franchise, the word is equivalent to the place of domicile of the person who claims the benefit. *The People, etc., v. Thomas C. Platt*, 117 N. Y., 159.

Upon the facts established herein, I am of the opinion that the appellant, in the fall of 1890, became a resident of, and domiciled in, Honeoye, and in the union free school district of Honeoye, and was, at the time of the action and decision of the board of education of such union free school appealed from, a resident of such district, and still is a resident of said district. That the children of said appellant between the ages of 5 and 21 years of age, residing with him at Honeoye, in said district, are entitled, under the school laws, to admission free in said union free school in said district, and the said board of education of said union free school had no legal right or authority to refuse to admit the two daughters of the appellant to said school without the payment of tuition therefor.

The appeal herein is sustained.

It is ordered, That the board of education of the union free school of Honeoye, Ontario county, are hereby directed to forthwith admit to said school the said two daughters of the appellant, C. A. Patterson, as resident pupils in said school district, and without demanding or receiving any tuition therefor; and said board of education are hereby enjoined and restrained from demanding or receiving any tuition by reason of the attendance of said pupils in said school since the fall of the year 1890.

No. 4169.

In the Matter of the Appeal of SEYMOUR C. BISHOP and others from Proceedings of a Special School Meeting of District No. 1, Town of Fairfield, Herkimer County.

To sustain an appeal to this Department, the appellant must show that he is aggrieved, that is injured by the action or decision of which he complains. There should be some real grievance, some positive and serious injury sustained to justify a resort by appeal to this Department for redress. Where there is no proof that the appellant or any qualified voter of the district has sustained any damage or injury, or that the educational interests of the district have sustained damage, the appeal will be dismissed.

(Decided March 9, 1893.)

P. H. McEvoy, attorney for respondent.

On or about December 1, 1892, the trustee of district No. 1, town of Fairfield, Herkimer county, removed from said district, thereby creating a vacancy in the office of trustee in said district. The clerk of said district issued a notice, stating the fact of the vacancy in the office of trustee, and calling a special meeting of said district to be held at the school-house in said district on December 27, 1892, at 7 o'clock p. m., for the purpose of electing a trustee to fill said office. That said clerk posted said notice for seven full days prior to said December 27, 1892, in seven conspicuous places in said district, but did not serve any other notice of said meeting. That on said December 27, 1892, said special meeting was held and one, Simon Eustace, was elected trustee to fill said vacancy. That said Eustace accepted said office and entered upon the discharge of the duties thereof, contracted for a teacher and a school is being conducted in said district. From the proceedings of said special meeting this appeal is taken.

The appeal states that the appellant was not served with a notice of said special meeting and had no knowledge of said meeting. and upon information and belief avers that Stephen Comstock, Charles Rands and Philo Hoover, residents of, and legal voters in said district, were not notified of said meeting and had no knowledge thereof. The affidavit of Comstock only is presented in support of this allegation, and his affidavit is to the fact that he (Comstock) had no notice or knowledge of the meeting.

Section 7 of title 7 of the Consolidated School Act of 1864 provides "The proceedings of no neighborhood or district meeting, annual or special, shall be held illegal for want of due notice to all the persons qualified to vote thereat, unless it shall appear that the omission to give such notice was willful and fraudulent."

No willful or fraudulent intent on the part of the clerk in the service of the notice of said special meeting is alleged or shown; but he seems to have acted according to such knowledge as he

had upon the subject, believing his action to be legal and proper. There is a complete failure on the part of the appellant to show that he, or any one, has been injured by the alleged irregularity in the service of the notice of said special meeting, and that the results of the meeting would, under any circumstances, have been different.

No person can sustain an appeal unless he is aggrieved, that is, injured by the action or decision of which he complains. There should be some real grievance, some positive and serious injury sustained, to justify a resort by appeal to this Department for redress. There is no proof that the appellant, or any qualified voter of the district, has sustained any damage or injury, or that the educational interests of the district have sustained damage.

The appeal herein is dismissed.

4170.

In the Matter of the Appeal of CHARLES KNEALE, Trustee, School District No. 2, Horseheads, Chemung County, *v.* JOHN T. SMITH, School Commissioner, Chemung County.

While it is the settled policy of this Department to favor the consolidation of weak and inefficient districts it is not its policy to dissolve a strong district against the almost unanimous wish of the district, such district being able to maintain, and which has maintained and is ready to maintain a good school, and consolidate the territory with that of another strong district requiring the taxable property of the dissolved district to bear the burden of three-tenths of a bonded indebtedness of \$17,000 of the district to which the territory of the dissolved district is annexed and in the creation of which indebtedness the dissolved district had no voice and in addition to paying three-tenths of the increased annual expense incident to conducting the school. *Held*, that an appeal from an order of a school commissioner, dissolving and annulling school district No. 2 of the town of Horseheads and directing that the territory comprising said annulled and dissolved district be annexed to union free school district No. 10 of the town of Horseheads, be sustained and the order of the commissioner vacated.

(Decided April 21, 1893.)

Reynolds, Stanchfield & Collin, attorneys for appellant.

W. L. Daily, attorney for respondent.

This is an appeal from the order of John T. Smith, school commissioner of the only school commissioner district of Chemung county, dissolving and annulling school district No. 2 of the town of Horseheads; and also from an order of said Smith dissolving and annulling said school district No. 2. and directing that the territory comprising said annulled and dissolved district be annexed to, consolidated with and made a part of union free school district No. 10, of the town of Horseheads; and that said union free school district be composed of the territory described in said order, and also from the order of the said Smith and the supervisor and town clerk of the town of Horseheads, confirming said former orders of said Smith.

From the proofs presented it appears:

That in January, 1892, there existed in the town of Horseheads, Chemung county, a common school district known as district No. 2, of which district the appellant herein was the sole trustee. That said district was organized many years since and comprises within its boundaries territory within and without the corporate limits of the village of Horseheads, in the town of Horseheads. That said district owns a school-house site of about an acre and one-half in extent, well fenced, the surface of the ground well cleaned and cared for, and which site is situate substantially in the center of said district. That upon said site is a wooden school-house, erected in 1863, and built over and repaired in 1883, at an expense of about \$1,800; said school-house is well constructed, in good repair, and properly painted, and of sufficient capacity to seat seventy scholars. That there are seventy children of school age residing in said district, and the average attendance at the school therein is about fifty, said attendance increasing in numbers annually. That the teachers employed in said school are normal school graduates, and that a school has been maintained in said district each year, for at least the period prescribed by the school laws, for many years. That the total assessed valuation of property liable to taxation in said district for the year 1891, was the sum of \$184,298.94, and the tax levied in said district for school purposes was the sum of one dollar per 1,000, the amount of tax being \$186.37. That said district is free from debt.

That in January, 1892, there existed in said town of Horseheads, a union free school district known as district No. 10. That said district was constituted many years since and comprised within its boundaries territory within and without the corporate limits of the village of Horseheads, in the town of Horseheads. That in 1890, said district purchased a lot of land known as the Sayer lot for a school site, said lot being situate on the westerly boundary line of said district, and in 1891, erected a school-house thereon and furnished the same. That said new school-house was occupied for school purposes on January 1, 1892. That the sum of \$20,000 was voted for the construction and furnishing of said school-house to be paid in ten equal annual installments, with interest payable annually. That said school-house contained ample accommodation for the different departments of said school, including an academic department, and the pupils attending the same, and said school building was sufficient to accommodate pupils of the district for years to come. That in January, 1892, the bonded indebtedness of said district was about the sum of \$17,000. That the total assessed valuation of property liable to taxation in said district for the year 1891, was the sum of \$444,768, and the rate of taxation for school purposes was the sum of fourteen dollars and

seventy cents per thousand, the amount of tax being \$6,538.74. That in 1891, the number of children of school age residing in the district was about 470, and the average attendance at said school was about 338 of resident, and twenty-seven of non-resident pupils. That the decrease in attendance of pupils between 1873 and 1890 was 109. That on January 29, 1892, John T. Smith, school commissioner of the only school commissioner district of Chemung county, made his order dissolving said district No. 2 of the town of Horseheads, in said county, and declaring the same dissolved and annulled, said order to take effect on May 20, 1892, and which order was made without the consent of said school district; and which order was filed with the town clerk of the town of Horseheads. That on said January 29, 1892, the said School Commissioner Smith made another order dissolving and annulling said school district No. 2, and ordering and directing that the territory comprising said annulled and dissolved district be annexed to, and consolidated with, and made a part of, union free school district No. 10, of said town of Horseheads; and that said union free school district be composed of the territory described in said order; and that said consolidated and altered district be known as union free school district No. 2 of the town of Horseheads, said order to take effect on May 20, 1892; and which order was filed in the office of the town clerk of the town of Horseheads. That on said January 29, 1892, said Commissioner Smith gave notice, in writing, to the trustees of district No. 2, and union free school district No. 10, that on February 11, 1892, at 10 o'clock a. m., at the town hall, in the town of Horseheads he would attend and hear the objections to the said proposed dissolution, alteration and consolidation; and that said trustees were at liberty to request the supervisor and town clerk to be associated with him on such hearing. That on February 10, 1892, the said school commissioner, the supervisor and town clerk of the town of Horseheads met, pursuant to notice, the trustee of district No. 2, and the trustees of district No. 10 being present, and said hearing was adjourned to March 29, 1892, and on that day further adjourned to April 6, 1892. That hearings were had before said local board on April 6 and 8, and concluded on April 25, 1892. That at said hearing the trustees of said districts were present and represented by counsel and a large number of witnesses were examined. That on April 26, 1892, said local board made its order confirming said orders of said Commissioner Smith and said order was filed with the town clerk of the town of Horseheads.

That on May 7, 1892, a special meeting of said district No. 2 was held and said meeting authorized and directed its trustee to appeal from said orders of Commissioner Smith and said con-

firmatory order, and that on or about May 12, 1892, the appeal herein was brought.

That from the testimony taken in the said hearing before the local board it was established:

That the school-house in district No. 2 is one mile and thirty-three-one-hundredths from the school-house in district No. 10 and that the scholars residing in the western portion of the district No. 2 would be required to travel from two to two and one-half and three miles to reach the school-house in district No. 10. That the roads scholars would be required to travel are, in the spring and fall, wet and muddy, and in the winter are badly drifted with snow; that there is an absence of sidewalk thereby rendering it necessary to use the roadway. That such scholars, to attend said school-house in district No. 10, would be required to cross three railroads, viz.: The New York, Lake Erie and Western twice, in one place there being three tracks, and in the other two; the Northern Central with four tracks at the place where the highway crosses it; and the Delaware, Lackawanna and Western with two tracks. That said roads are trunk lines, doing a large business, with numerous trains passing and repassing daily. That with one exception, the overhead crossing of the Delaware, Lackawanna and Western, all said railroads intersect the highway at grade, but such overhead crossing is where the road crosses the tracks of the Northern Central. That the three roads leading from various portions of district No. 2 to the school-house in district No. 10 at one point or another crosses said railroad tracks. That for the younger and smaller scholars of district No. 2 the distance to reach the school in district No. 10 is too great for them to walk; that it would be to a great degree dangerous to send them alone across the railroad tracks, and it is not feasible to arrange conveyances for their transportation.

That the inhabitants and taxpayers of school district No. 2 are practically a unit in opposition to the dissolution of said district and its consolidation with district No. 10 and are desirous of maintaining their district organization and the school therein as they have done for a great many years. That no meeting of the inhabitants of said district No. 2 was called or held to take into consideration the question of the consolidation of said district with said district No. 10, nor does it appear that any proposition was made by district No. 10 to district No. 2 for such consolidation, at least, none prior to January, 1892, and before said district No. 10 had purchased its new school site, constructed a new school-house and incurred an indebtedness, of which some \$17,000 is outstanding.

The question presented upon the appeal is whether it was advisable for the respondent to make the orders appealed from, and in making such orders he exercised a wise discretion.

While it is the settled policy of the Department of Public Instruction to favor the consolidation of weak and inefficient districts, it is not its policy to dissolve strong districts abundantly able to maintain, and which have maintained and are ready to maintain, good schools, and consolidate the territory with that of other strong districts. Fifty years ago Superintendent Young held: "The Superintendent of Public Instruction will reverse an order of a town superintendent annexing one district to another, where the inhabitants of either are opposed to the union, and have sufficient means for the support of a school, it being an abuse of discretion." He states in his decision: "It appears that sufficient importance has not been given to the facts that the inhabitants of district No. 2 almost unanimously remonstrated against the proposed union; that they have every necessary facility within themselves, as at present organized, to sustain a good school; that for several years past they have done so, and that they do not need any accession of territory, taxable property or inhabitants; that school district No. 19, so far as wealth and children of the proper age to attend school are concerned, is far more able to keep up an efficient organization than district No. 2; but, in the absence of such consent, and especially in the face of a determined and unanimous opposition to such arrangement on the part of one of the districts proposed to be united, a consolidation could, in the judgment of the Department, only prove detrimental to the cause of education, and subversive of the best interests of all concerned."

In appeal No. 3904, decided August 29, 1890, by Superintendent Draper, he states in his decision: "The principal reason alleged by the appellants in support of their appeal is that their children will have to go much farther to school. It is admitted on all sides that they would certainly have to go a half mile farther than at present, and that, in some instances, children would have to go two miles and a half to reach the school in district No. 2.

Both districts are reasonably strong, both in the number of residents and in the value of property. No. 2 is much the stronger. The number of children attending school in this district last year was 122, and the assessable valuation was \$342,500. The number of pupils registered in No. 3 last year was twenty-nine, and the assessable valuation \$78,900. Thus, at present, No. 2 stands in no need of the annexation of No. 3, and it seems to me that No. 3 is sufficiently strong to maintain proper school accommodations. This being so, I think it follows that the question upon the desire

of the majority of the residents of district No. 3, so far as there has been any expression of the desire of such majority, has been opposed to the consolidation or annexation. It seems to me advisable, therefore, that the order of the commissioner should not be upheld."

The counsel for the respondent cites the decision of Superintendent Draper in appeal No. 3847, in support of the orders appealed from. The facts in that appeal are different from those presented in this appeal. In No. 3847 the incorporate village of Cambridge was entirely within the limits of the two districts; the trustees of both districts consented to the consolidation; there was no claim that any patron of the school would be seriously inconvenienced in consequence of distance from school building; that, on a vote of the inhabitants of both districts, 270 were in favor and 110 opposed to consolidation; that the buildings used for school purposes in both districts were old, and without any of the modern improvements for heating and ventilating, and ill adapted for school purposes.

From the papers presented in this appeal I am unable to see how the educational interests in district No. 2 will be promoted by a confirmation of the orders appealed from. If such orders are confirmed the inhabitants of district No. 2 will be forced, against their unanimous wish, into a union with district No. 10, thereby compelling their children to travel a much longer distance to attend school, many of them over roads in bad condition and across railroad tracks, and requiring the taxable property to bear the burthen of three-tenths of a bonded indebtedness of \$17,000 of district No. 10, in the creation of which they had no voice, in addition to paying three-tenths of the increased annual expense incident to conducting the school. While their educational interests will not be promoted, it is apparent that financially their burthen will be increased. Nor do I see how the educational interests of district No. 10 are to be promoted by the confirmation of said orders; but it is apparent that, financially, it will be benefited by the addition of \$184,298 to the taxable property of the district, without any substantial increase in the annual budget of the district.

The counsel for the respondent state in their brief that "the board of education (of district No. 10) has been diligent and persistent in establishing a good union free school in the village." Upon such brief is set out a letter from Superintendent Draper, under date of March 27, 1891, in reply to a letter from the clerk of said board, of March 18, 1891. The letter set out upon the brief is an opinion to the effect that if inhabitants are brought into a district by annexation, and enjoy the benefits of the new school building, there is no valid reason why they should not bear their share of taxation which will fall upon the district for the purpose

of paying bonds which have been issued for the purpose of constructing the new building.

The letter to Superintendent Draper, to which his is a reply, is not set out; but by a reference to such letter on file, it appears that the board of education was, in March, 1891, contemplating enlarging the limits of district No. 10. The letter states: "What we propose to do is to enlarge our district so as to take in at least that portion of the adjoining district which is within the corporate limits of the village." * * * This plan, to the board of education, and a large number of the residents of the adjoining district, seems practicable, and what ought to be done if there is no legal objection to this course." The letter then submits the question as to whether the residents of the territory annexed would be liable to be taxed for the bonds issued. To the latter question Superintendent Draper replied, but his letter is silent as to the question propounded relative to the annexation of territory. It would seem, from the letter of March 18, 1891, that the board of education, not satisfied with having established a union free school in district No. 10, was contemplating action by which district No. 2 would be forced to receive the benefits of such a school, when the school law leaves the formation of a union free school district entirely to the qualified voters of the territory proposed to be included in such district.

Upon the papers presented in the appeal, I am of the opinion, and it seems to me advisable, that the appeal herein should be sustained and the orders appealed from vacated.

The appeal is sustained.

It is ordered, That the order made herein by John T. Smith, school commissioner of the only school commissioner district of Chemung county, on January 29, 1892, dissolving school district No. 2, of the town of Horseheads, Chemung county, to take effect on May 20, 1892; and the order made by said Commissioner Smith on January 29, 1892, dissolving and annulling said school district No. 2 and ordering and directing that the territory comprising said annulled and dissolved district be annexed to, consolidated with and made a part of union free school district No. 10, of said town of Horseheads; and that said union free school district be composed of the territory described in said order; and that said consolidated and altered district be known as union free school district No. 2, of the town of Horseheads, said order to take effect on May 20, 1892; and said order made on April 26, 1892, by said Commissioner Smith, and the supervisor and town clerk of said town of Horseheads, composing the local board, confirming said two orders of said Commissioner Smith, each of which orders was filed in the office of the town clerk of the town of Horseheads, Chemung county, are, and each of said orders is, hereby vacated and set aside.

No. 4173.

In the Matter of the Application of BERTHA L. EMERSON for the Removal of GEORGE H. EDGERTON as Trustee of Joint School District No. 5, Towns of Sidney and Franklin, Delaware County.

Willful violation or neglect of duty on the part of a school officer, as stated in section 18 of title 1 of the Consolidated School Act, does not mean mere omission, misapprehension or inadvertence on the part of such officer, but an intentional violation or neglect of duty and an absolute refusal to perform a duty and an announcement of doing directly the reverse of what is his duty to do.

(Decided May 31, 1893.)

This is an application by Bertha L. Emerson for the removal of George H. Edgerton as trustee of joint school district No. 5, towns of Sidney and Franklin, Delaware county.

A verified petition, with an affidavit of Leroy Emerson annexed and notice of their presentation to me, were served on the trustee on March 4, 1893, and filed in this Department on March 8, 1893. An answer was filed by the trustee to which Miss Emerson filed an affidavit in reply.

It appears from the papers presented that on or about August 10, 1892, the petitioner and respondent entered into a verbal contract by the terms of which the petitioner was employed to teach the school in said district for sixteen weeks, commencing on September 26, 1892, at the compensation of five and one-half dollars per week. That about the time of the commencement of the school the petitioner filled out a memorandum of hiring on a form contained in the school register and left the same at the residence of the trustee, with the wife of the trustee, with a request that the trustee should sign the same and return it to the petitioner; that the trustee was absent from home and before his return the register was returned to the possession of the petitioner. The petitioner states that the trustee had said register in his possession upon two different occasions, but neglected to sign said memorandum, although requested by her to sign the same, she does not definitely state when and where she requested the trustee, in person, to sign said memorandum, and the trustee alleges that it was not signed by him through inadvertence.

The petitioner fulfilled her contract, but the trustee did not pay her wages at the end of each calendar month, but after she had taught for about three months he paid her for two months' services. After the completion of the petitioner's term of employment she applied to the trustee for the balance of wages due her, and the trustee requested further time, which the petitioner declined to accede to. At the interview it would appear that

both parties were somewhat excited and irritated. Within a few days the trustee paid the petitioner the balance of the wages due her.

By section 18 of title 1 of the Consolidated School Laws of 1864, it is provided that, whenever it shall be proven to the satisfaction of the Superintendent of Public Instruction that any school commissioner, or other school officer, has been guilty of any willful violation or neglect of duty under said act, or any other act pertaining to common schools, the said superintendent may, by an order under his hand and seal, which order shall be recorded in his office, remove such school commissioner, or other school officer, from his office.

By chapter 335 of the Laws of 1887 it is provided that all officers who shall employ any teacher to teach in any of the public schools of the State shall, at the time of such employment, make and deliver to said teacher, or cause to be made and delivered, a memorandum in writing signed by said officer, in which the details of the agreement between the parties, and particularly the length of the term of employment, the amount of compensation, and the time or times such compensation shall be due and payable, shall be clearly and definitely set forth; but nothing in said act contained shall be deemed to abridge or otherwise affect the term of employment of any teacher then or thereafter employed in the public schools, etc.

The object of said act was to avoid controversies and prevent misunderstanding between trustees and teachers relative to the terms of contracts as to employments when made orally.

There seems to have been no controversy between the petitioner and the trustee in this matter as to the terms of the contract.

The trustee neglected to sign the memorandum of hiring of the petitioner. The question is, is the trustee guilty of a willful violation and neglect of duty?

The courts of this State have held that "willful" in the statute means "intentional," not omissions, misapprehension or inadvertence, but an absolute refusal to perform a duty, and an announcement of doing directly the reverse of what it was his duty to do. (People ex rel. Clingan v. Draper, State Superintendent, 18 N. Y. Supplement, 232, and cases cited.)

The papers presented upon this application have not proven to my satisfaction that the trustee, George D. Edgerton, has been guilty of any willful (i. e., intentional) violation or neglect of duty under the school laws.

The application is denied and the petition dismissed.

No. 4178.

In the Matter of the Appeal of JOHN H. GOULD and others from the Decision of Joint School Meeting of District No. 7, Pembroke, and District No. 9, Batavia, Genesee County, consolidating said districts by establishing a Union Free School therein.

Where, in a meeting, held in two school districts pursuant to the joint call of the trustees of said districts for the purpose of determining by a vote of the qualified voters of such districts, whether a union free school shall be established therein and said districts consolidated and the notices of said meeting were posted less than twenty days prior to said meeting, but omission to post was not willful and fraudulent and it appeared that the qualified voters of said districts respectively were personally served with notice of said meeting at least six days prior thereto the action of said meeting will not be set aside. Title 9 of the Consolidated School Law does not require that the resolution establishing such union free school should receive a majority of the votes of each of said districts, but at least fifteen of the voters of each district being present, a majority of the qualified voters present and voting, from both districts, in favor of said resolution, is a compliance with the provisions of said title.

(Decided July 6, 1893.)

H. B. Cone, attorney for appellants.

LeSeur & Lent, attorneys for respondents.

This is an appeal from the action of a school meeting held in the above named districts on March 11, 1893, for the purpose of forming a union free school district.

It appears that there were present and voting at said meeting 188 persons, and that 102 votes were cast for the consolidation of the said two districts by the establishment of a union free school therein, and eighty-six votes were cast against such proposition, the proposition being carried by a majority of sixteen votes.

It appears that on or about February 14, 1893, a petition signed by fifteen or more of the inhabitants entitled to vote at school meetings in each of the said school districts, respectively, of district No. 7 of Pembroke, and No. 9 of Batavia, was presented to J. H. Dickenson, sole trustee of district No. 7 of Pembroke and John Moore, sole trustee of district No. 9 of Batavia, asking that a meeting be called and held for the purpose of determining by a vote whether said districts should be consolidated into a union free school district, in conformity to the provisions of chapter 555 of the Laws of 1864. That on or about February 21, 1893, in compliance with said request or petition, said trustees of said districts did call a meeting of the inhabitants of said districts, entitled to vote thereat, to be held at Seminary Hall, East Pembroke, on Saturday, March 11, 1893, at 2 o'clock in the afternoon for the purpose of determining by a vote of such districts whether a union free school shall be established therein, in conformity to the provisions to that end, of chapter 555 of the Laws of 1864, and the amendments thereof. That printed notices of said meeting, including the qualifications of voters at school meetings, were printed, and five copies thereof were posted in various conspicuous

places in each of said districts, respectively, on February 22, 1893, seventeen days prior to said meeting, except that one of said notices was posted in district No. 9, on February 23, 1893. That the omission to post said notices, for at least twenty days prior to said meeting was not willful and fraudulent, but was due to mistake of said trustees in fixing the time of said meeting on March eleventh, in counting the days in the month of February as thirty-one instead of twenty-eight. That all of the legal voters of said districts, respectively, were personally served with notice of said meeting at least six days prior thereto. It is not claimed by the appellants that if any voter of said districts or either of them was not served personally with a notice of said meeting that the omission to give such notice was willful and fraudulent.

Section 7 of title 7 of the Consolidated School Law of 1864, provides that the proceedings of no neighborhood or district meeting shall be held illegal for want of a due notice to all the persons qualified to vote thereat, unless it shall appear that the omission to give notice was willful and fraudulent.

It appears that the said meeting held on March 11, 1893, was fully attended, 188 having voted. It is not claimed that any qualified voter in district No. 7, of Pembroke, was absent from the meeting, and it is claimed that but eight qualified voters in district No. 9 of Batavia were absent. The resolution to consolidate said districts by the establishment of a union free school therein was adopted by sixteen majority, and had the eight voters from district No. 9 of Batavia been present and voted against the resolution it would then have been adopted by eight majority. The appellants contend, as the principal ground of their appeal, that because the notices required by the school law to be posted in five conspicuous places in each of the said districts, for at least twenty days, were not posted but seventeen days, the action of said meeting should be set aside. The intent and object of the law is that the qualified voters of the said districts should have notice of the time, place and object of the meeting. The purpose of the law is to give every legal voter a full and free opportunity to cast his or her ballot for or against the proposition. It clearly appears that all of the voters of said two districts, respectively, had such notice, and all of said voters, with the exception of eight residing in district No. 9, of Batavia, were present at said meeting. It is seldom that at school meetings so large a proportion of the voters residing in the district or districts are present, as it appears were present at said meeting of March 11, 1893, and I am convinced that the notice of the meeting was ample and sufficient to all of the voters of said districts, and that no voter residing therein was misled or injured or prejudiced or absent

from said meeting by the failure to post notices of said meeting at least twenty days prior to the time of holding the same. It appears, upon the argument and submission of the appeal herein, that in February 14, 1891, a meeting of the voters of said districts was held for the purpose of forming a union free school district; that 179 votes were cast, and the proposition to establish a union free school had a majority of three votes. For certain irregularities the action of such meeting, upon appeal, was declared of no effect. After the lapse of two years another meeting was held and a greater number of voters was present, and the majority for a union free school was larger. It is apparent the subject is one that has been discussed fully, and the voters of said district had full knowledge of the meeting of March eleventh and attended, and that a majority of the voters of said district desire the establishment of a union free school therein.

The appellants have not shown that they are aggrieved, i. e., injured, either by reason of the notices of the meeting for March 11, 1893, not being posted for at least twenty days prior to said meeting, nor by the action of said meeting in voting to consolidate said districts by the establishment of a union free school therein. All the voters of said districts had notice of said meeting, and all of such voters, excepting eight, were present at said meeting. There should be some real grievance, some positive and serious injury sustained, to justify an appeal to the Department. This Department, when asked to set aside the acts of school meetings or school officers, always inquires into the bona fides of such acts, whether the things done were such as it was proper to do: did they undertake to do them according to such knowledge as they had? Has any one been imposed upon or wronged? If irregularities have occurred will the greater hardship be imposed upon individuals and greater help be given to the cause of education by setting aside or sustaining such acts? The grievance upon the part of the appellants herein by the action of said meeting of March 11, 1893, is that it decides to consolidate said districts by the establishment of a union free school therein, and that they are opposed to the establishment of such a school. This is not a real grievance, nor such serious injury as should justify an appeal to this Department, nor justify the Department, an appeal having been brought, to vacate and set aside the action of said meeting. The formation of a union free school district is a proceeding under title 9 of the Consolidated School Law, and is a matter entirely within the powers of the voters of the territory of the proposed district, and if its provisions are substantially complied with, the statute itself creates the union free school district, ipso facto, so that no discretion rests with the State

Superintendent to determine the expediency or the advisability of the action taken.

The appellants contend that where there is a joint school meeting held, under sections 4 and 5 of title 9 of the Consolidated School Law, for the purpose of consolidating said districts by the establishment of a union free school therein, the decision establishing such union free school should not be upheld unless it shall be made to appear that there is a majority in each district in favor thereof. I am of the opinion that this contention is not tenable. Section 4 of title 9 provides that when fifteen persons entitled to vote, from each of two or more adjoining districts, shall unite in a call for a meeting of the inhabitants of such districts to determine whether such districts shall be consolidated by the establishment of a union free school therefor and therein, it shall be the duty of the trustees of such districts, or a majority of them, to give public notice of such meeting, at some convenient place within such districts and as central as may be, etc. The meeting held under the foregoing provisions is a meeting of the voters of the two or more districts mentioned in the call to take action on the proposition to consolidate such districts by the establishment of a union free school therefor and therein and not a meeting of the voters of the districts separately. Section 5 of title 9 relates to the proceedings to be taken and had at such meetings, as well as to proceedings at meetings held under sections 1 and 2 of title 9. All that is required by section 5 of title 9 is, whether the meeting is held under sections 1, 2 or 4 that fifteen of the legal voters shall be present, if the meeting is of one district, or fifteen voters from each district if the meeting is of two or more districts, and that a majority of those present and voting shall determine the proposition presented to the meeting. The word "district," used in the sentence in section 5, "by the affirmative vote of a majority present and voting, determine to establish a union free school in said district," means the district under the provisions of sections 1 and 2, or the joint or consolidated district composed of the two or more districts joining in the meeting called under section 4. Had the Legislature intended that at the meetings called and held under section 4, that there must be a majority of the voters present and voting at such meeting, residing in each of said districts, joining in the call to consolidate such districts by the establishment of a union free school therefor and therein, it would have so stated.

The appellants seem to apprehend that there is a scheme on the part of the respondents to acquire for the union free school district certain property known as "the Rural Seminary." Under the provisions of title 9 of the Consolidated School Laws and the

amendments thereof, boards of education of union free school districts have no power, without a vote of their respective districts, to purchase sites, change sites, designate sites, sell sites, or to purchase or construct school-houses or buildings, or additions to school-houses or buildings, or sell school buildings.

Upon the papers presented upon the appeal herein I am of the opinion that the appellants have failed to sustain their appeal and that the appeal should be dismissed.

Appeal dismissed.

No. 4183.

In the Matter of the Appeal of JOHN B. RUSSELL and others, from the Proceedings of the Annual School Meeting held August 22, 1893, in Union Free School District No. 2, Wawarsing, Ulster County, in the Election of Trustee.

Where, at an annual school meeting for the election of a trustee, sixty-seven ballots were cast, of which Lewis D. B. Hoornbeek received thirty-three votes, Louis A. Hoornbeek received thirty-two votes, S. A. Hoornbeek received one vote, and "C. D. B." received one vote, and the one vote for S. A. Hoornbeek was given to Louis A. Hoornbeek, and the ballot with "C. D. B." was given to Lewis D. B. Hoornbeek, and said Lewis D. B. Hoornbeek declared to be elected. Held, that there was no election of trustee and a special meeting of the district was ordered for the purpose of electing a trustee.

(Decided September 22, 1893.)

This appeal is from the proceedings of the annual meeting, held in union free school district No. 2, Wawarsing, Ulster county, held on August 22, 1893, in the election of a trustee.

It appears, from the papers presented upon this appeal, that sixty-seven ballots were cast for the office of trustee, as follows: Lewis D. B. Hoornbeek received thirty-three votes; Louis A. Hoornbeek received thirty-two votes; S. A. Hoornbeek received one vote, and "C. D. B." received one vote. In the canvass of the ballots so received the one vote for S. A. Hoornbeek was given to Louis A. Hoornbeek, and the ballot with "C. D. B." upon it was given to Lewis D. B. Hoornbeek, and result of the ballot declared by the chairman of the meeting was that there were sixty-seven votes cast, of which Lewis D. B. Hoornbeek received thirty-four, and Louis A. Hoornbeek received thirty-three.

Trustees of the school districts of the State must be elected by ballot and, except in school districts where the election of trustees is had under chapter 248, of the Laws of 1878, and the amendments thereof, the persons having a majority of votes respectively, shall be elected.

At the annual meeting held in district No. 2, Wawarsing, Ulster county, sixty-seven persons voted for trustee, a majority of which would be thirty-four votes. It appears that no one received thirty-

four votes. The counting of the ballot for S. A. Hoornbeek for Louis A. Hoornbeek and the ballot for "C. D. B." for Lewis D. B. Hoornbeek was error on the part of the officers of such meeting. The ballot for S. A. Hoornbeek should have been counted as a vote for the person whose name appeared upon said ballot, and not for Louis A. Hoornbeek. The ballot for "C. D. B." was a defective ballot and could not be counted for Lewis D. B. Hoornbeek, nor for any person, as there was not upon said ballot the name of any person. The ballot for trustee at said meeting should have been reported as follows: Whole number of votes cast, sixty-seven; necessary to a choice, thirty-four; Lewis D. B. Hoornbeek received thirty-three; Louis A. Hoornbeek, thirty-two; S. A. Hoornbeek received one, and one ballot was defective.

No person having received a majority of the votes cast, there was no election of a trustee, and another ballot should have been taken.

It has been repeatedly held by the courts of this State, that a canvassing board has no power to determine that votes returned as cast for one man were, in fact, intended for another person, bearing another and different, although similar, name, and has no power to count and allow such votes for such other person.

It is clear the ballot, having upon it the letters "C. D. B." was defective, and that the officers of the meeting had no authority of law to count the ballot for Lewis D. B. Hoornbeek; neither had they authority to count the ballot cast for S. A. Hoornbeek to Louis A. Hoornbeek, nor for any other person than the one whose name was written thereon.

In my opinion the appeal herein should be sustained.

I do find and decide:

That Lewis D. B. Hoornbeek was not elected as a trustee of union free school district No. 2, town of Wawarsing, Ulster county, at the annual meeting of said district, held on August 22, 1893, and that no person was elected a trustee of said district at said meeting. That the appeal herein is sustained.

It is ordered, That so much of the proceedings of the annual meeting of said union free school district No. 2, town of Wawarsing, Ulster county, held on August 22, 1893, as declared and decided that Lewis D. B. Hoornbeek was elected a trustee of said district, be, and the same hereby is, vacated and set aside.

It is further ordered, That a special meeting of the qualified voters of said union free school district No. 2, town of Wawarsing, Ulster county, be forthwith called, under the provisions of school laws, for the purpose of electing a trustee for said district to fill the vacancy in the office of trustee, created by the failure of said district to elect a trustee at the annual meeting held therein on August 22, 1893.

No. 4192.

In the Matter of the Petition of JOHN E. CASEY for the Removal of
ADELBERT CASE as Clerk of School District No. 6, Town of North
Norwich, Chenango County:

Where, upon application to a district clerk by a qualified voter of the district for permission to examine the minutes of the annual school meeting of the district, the clerk refused to permit such voter to examine such minutes, using vulgar and profane language in expressing such refusal, held that the clerk was guilty of a willful violation of duty and an order made for his removal.

(Decided November 2, 1893.)

W. H. Sullivan, attorney for petitioner.

This is a proceeding in the nature of an appeal for the removal of one Adelbert Case as clerk of school district No. 6, town of North Norwich, Chenango county, for willful violation and neglect of duty.

A petition of John E. Casey, a resident and taxpayer in said school district, duly verified on September 16, 1893, setting forth certain charges against said Case with specifications of the facts to establish such charges, and having annexed thereto the affidavits of said Casey, of one Perry Hunt in support thereof, and a notice addressed to said Case that said petition and affidavits would be presented to me at Albany and application thereupon be made to remove said Case from his said office of clerk of said district, and requiring said Case to transmit his answer to said application duly verified, to this Department within ten days after service of said notice, petition and application, or the charges contained therein would be deemed admitted, with proof of service of copies of said petition, affidavits and notice upon said Case on September 19, 1893, were filed in this Department on September 23, 1893. No answer to said petition, etc., has been received or filed, and the allegations contained in said petition, etc., are considered as admitted as true by the said Case. The allegations contained in said petition, etc., so considered admitted as true, are as follows:

That the said Adelbert Case was, in August and September, 1893, the duly elected and qualified clerk of school district No. 6, town of North Norwich, Chenango county; that on or about August 28, 1893, about 9 o'clock in the forenoon of that day, John E. Casey and Perry Hunt, each of whom was a resident, voter and taxpayer of said school district, went to the premises of said Adelbert Case, the clerk of said school district, and asked permission of said Case, to look at the minutes of the school meeting of said district, held on August 22, 1893, and the said Case, in willful violation of his duty as such clerk, refused to permit said

Casey and Hunt to look at and inspect such minutes, using vulgar and profane language in expressing such refusal. That on the eleventh day of September, 1893, at about 9 o'clock in the forenoon, said Casey and Hunt went to the house of said Case and said Casey then and there requested said Case to allow him to inspect the minutes of said school meeting of said district held on August 22, 1893, and also asked for a copy of said minutes; that said Case told said Casey that he would not let him see the minutes, and to get right off from his premises, or he would slash him right down with a corn knife, which said Case then held in his hand. Said Case further told said Casey to get right off from his premises and to keep off, and that he would not furnish him with a copy of said minutes.

The clerk of a school district is a school officer, and his principal duties are defined in section 37 of title 7 of the school law. His duty is to record the proceedings of his district in a book to be provided for that purpose by the district, etc., etc.; to keep and preserve all records, books and papers belonging to his office and to deliver the same to his successor, and a refusal or neglect so to do subjects him to the forfeit of fifty dollars for the benefit of the district, to be recovered by the trustees.

The proceedings, records, books and papers in possession of said clerk are the property of the district, and not the individual property of the clerk. It is the duty of the clerk to permit any voter to freely inspect the records at all reasonable times, and a willful denial of this right by a clerk would subject him to the liability of removal from office. There can be no doubt as to the right of a voter of a school district to examine and copy the district records, under reasonable provisions.

Section 18, of title 2, of the school laws provides that whenever it shall be proved to his satisfaction that any school commissioner, or other school officer, has been guilty of any willful violation or neglect of duty under the school act, the Superintendent of Public Instruction may, by an order under his hand and seal, which order shall be recorded in his office, remove said school commissioner or other school officer from his office.

From the facts established upon this appeal I am satisfied that the said Adelbert Case, as clerk of school district No. 6, town of North Norwich, Chenango county, was guilty of willful violation and neglect of duty under the school laws, as such clerk, as alleged in said petition, etc.

The petition herein is sustained.

It having been proven to my satisfaction that Adelbert Case, clerk of school district No. 6, town of North Norwich, Chenango county, has been guilty of willful violation and neglect of duty,

under the school laws, as such clerk, I do therefore, by virtue of the power and authority in me vested, order:

That the said Adelbert Case be, and he hereby is, removed from the office of clerk of said school district No. 6, town of North Norwich, Chenango county.

No. 4186.

In the Matter of the Appeal of LEWIS POTTER from Proceedings of the Annual Meeting in School District No. 4, Town of Highlands, Orange County:

Where at an annual meeting in a school district, a trustee and collector were voted for by acclamation or show of hands and not by ballot, held that there was no election and a special meeting was ordered for electing a trustee and collector by ballot.

(Decided October 31, 1893).

The appellant in the above entitled matter appeals from the election of district officers of school district No. 4, town of Highlands, Orange county, at the annual meeting held in said district on the fourth Tuesday of August, 1893, upon the ground that said officers were not elected by ballot, as required by the provisions of the school laws. Neither the appellant nor respondent has furnished this Department with a copy of the proceedings of said meeting. From the papers presented upon said appeal it appears that two persons were nominated for the office of trustee; that the chairman of the meeting requested those in favor of John Weyant, the first person named, to say aye, and those opposed to say no, and upon the response declared said Weyant elected trustee. Lawrence Gibney (the chairman) was nominated for collector and also one Noah Brooks; that the chairman proceeded to take a vote for collector by calling upon those present to show their preference by raising their hands, and declared Gibney to have received thirteen votes and Brooks eight votes. No ballot was had for the election of a trustee or collector. Said district has three trustees.

By subdivision 4 of section 16 of title 7 of the Consolidated School Law, as amended by section 5 of chapter 500 of the Laws of 1893, it is enacted that district school officers shall be elected by ballot; the person having the majority of votes, respectively, for the several offices, shall be elected, except in school districts in which the election of officers is made under and pursuant to the provisions of chapter 248 of the Laws of 1878, and the acts amendatory thereof, that is, in school districts in which the number of children of school age exceeds 300, as shown by the last annual report of the district to the school commissioners. By the law

above quoted the qualified voters of school district No. 4 of the town of Highlands, Orange county, were required at its annual meeting, held on the fourth Tuesday of August, 1893, to elect their respective district officers by ballot.

It clearly appears by the papers filed in this appeal that the trustee and collector of said district were not, nor was either of them, elected pursuant to law, that is, by ballot, but by acclamation or a show of hands.

The appeal herein is sustained.

It is ordered, That so much of the proceedings of the annual meeting of said school district No. 4, town of Highlands, Orange county, as related to the election of a trustee and a collector for said district, be, and the same are, hereby vacated.

It is further ordered, That the trustees of said school district forthwith call a special meeting of said district for the purpose of electing a trustee and collector for said district by ballot, as required by subdivision 4, section 16 of title 7 of the Consolidated School Law.

No. 4195.

In the Matter of the Appeal of PETER E. DEMAREST v. THE BOARD OF EDUCATION OF LONG ISLAND CITY.

Where a teacher was hired for the term of one year from September 12, 1892, and was dismissed before the term of employment had expired by the board of education without cause.
Held that such dismissal was unlawful.

(Decided November 2, 1893.)

Foster & Foster, attorneys for appellant.

William E. Stewart, attorney for respondent.

This is an appeal from the action of the board of education of Long Island City, county of Queens, taken at a meeting of said board on the 30th day of January, 1893, purporting to remove the above named appellant from the position of principal of the fifth ward (new) school in Long Island City.

The appellant alleges as grounds of appeal:

First, The meeting of said board at which such action was taken was a special meeting and not called for the purpose of acting upon said matter.

Second, That appellant's term of service for which he had been employed had not expired, and no cause whatsoever touching the qualifications or duties of appellant as principal of said school, was assigned for said action.

Third, No actual cause existed for said action, arising from any fault or misconduct whatever on the part of the appellant.

Fourth, That no charges or specifications were ever served upon or delivered to the appellant.

Fifth, That no proper opportunity was given to or afforded the appellant to appear before said board of education, or opportunity given him to be heard.

Sixth, That the alleged acts of said board of education were illegal and void.

An answer to the appeal herein was interposed by the board of education of Long Island City.

The papers presented by the respective parties in this appeal are quite voluminous, and have been carefully read and considered.

It is admitted by the respondents that the appellant was employed as principal of the fifth ward (new) school, Long Island City, for the term of one year, from September 12, 1892, at the annual salary of \$1,800, payable monthly in ten equal parts at the end of each month, except the months of July and August; and that said appellant was dismissed as such principal by the respondents before the expiration of the term for which he was employed. .

The following facts are established by the papers presented upon this appeal:

That the appellant after his employment as principal of the said fifth ward school, duly entered upon the performance of his duties as such principal, and continued in the performance of the same, until forcibly prevented as hereinafter stated. That at a meeting of the board of education of Long Island City, held on January 11, 1893, a resolution was adopted that the appellant, principal of the fifth ward school, be directed to act as superintendent of schools of Long Island City, in addition to his duties as principal of the new fifth ward school, without compensation, until further notice from said board; that a communication dated January 11, 1893, signed by Thomas A. Larkin, president board of education, and addressed to the appellant as principal of said fifth ward school, in which the appellant was informed that said board of education, at a meeting held that evening, had appointed appellant "acting superintendent" of schools in addition to his then position of principal of said fifth ward school, he to hold such position until the further orders of said board, such duties to commence at once. That said appellant received a communication, under date of January 11, 1893, signed by Thos. A. Larkin, president, addressed to appellant as principal of the fifth ward school, informing the appellant that Mrs. Mary L. Woods had, on that day, been appointed your (the appellant's) assistant principal to take charge of school in your (appellant's) absence, at same salary as at present, until further orders of said board,

and that a teacher for Mrs. Woods' class would be sent in a day or two. That the appellant continued to perform his duties of principal of said school, until the morning of January 30, 1893, when he was prevented by force from entering the school building and house, and performing his duties as such principal. That the new mayor of Long Island City qualified and assumed the duties of said office on January 21, 1893, and on January 24, 1893, the respondents herein qualified by filing their oaths of office.

That the following is an extract from the minutes of said board: "City Hall, January 24, 1893, 8.30. The following letter was prepared and ordered sent to each of the several schools of the city, and the same directed to be read aloud to the teachers by each principal:

LONG ISLAND CITY, N. Y., *January 24, 1893.*

"To all the principals and teachers in the public schools of Long Island City:

"In consequence of the recent outrageous attempt of the late mayor of this city, to usurp the authority and powers of the rightful incumbent and present legally constituted mayor of this city, Hon. Horatio S. Sanford, by appointing and dismissing persons without authority. We, the duly appointed and qualified board of education of Long Island City, hereby direct that until further notice from this board, you are requested to recognize Mr. Sheldon J. Pardee as the superintendent of schools of this city. Any principal or teacher failing to fully assent to and act upon this requirement will be considered as insubordinate and will be disciplined or dismissed, as in the opinion of this board may be considered advisable.

"By order of the Board of Education."

There is no proof produced of the time and place when and where such letter was served upon the appellant. Mr. Pardee alleges that he delivered it to appellant, and the appellant alleges Pardee did not deliver it to him.

That the appellant, on or about January 30, 1893, and after he had been forcibly prevented from entering the school-house in the fifth ward, received a communication, under date of January 28, 1893, signed by Sheldon J. Pardee, superintendent, suspending the appellant from his position and directing him to appear before the board of education, at a meeting to be held in the board rooms in the city hall on Monday, January 30, 1893, but there was nothing in said communication to show that it was written by direction of, or authorized by, such board.

That on January 30, 1893, the board of education adopted the following resolution: "That Peter E. Demarest, principal of the

fifth ward new school be dismissed upon evidence before this board for deserting his school and for insubordination, having refused to obey the order issued by this board on January 24, 1893. The above to take effect immediately;" that notice of the foregoing resolution was transmitted to appellant by letter signed by Sheldon J. Pardee, superintendent, and dated January 31, 1893; but was not received by appellant until March 8, 1893.

That no charges or specifications against the appellant as teacher in said public schools of Long Island City, or as principal of said fifth ward school, whatever, were ever served upon or received by the appellant, nor does it appear that any such charges were ever made by or filed with the respondent, the board of education.

The respondent present with their answer statements that on January 26, 1893, the appellant visited certain schools, and that on January 13 and 24, 1893, he visited the fourth ward school, that up to 1.30 p. m., January 22, 1893, he was not present at the fifth ward school; also an affidavit of Mary L. Woods that appellant after January 11, 1893, did not attend the fifth ward school as principal, but came to the school occasionally, asking her how matters were going on. Mrs. Woods corrects this affidavit and states that the words "did not attend as principal" should read "did attend as principal." In connection with these statements, which are evidently presented to sustain the allegation that the appellant neglected his duties as principal of the fifth ward school, should be taken the fact that on January 11, 1893, the appellant was appointed by the board of education as acting superintendent of the schools of Long Island City, in addition to his duties as principal of the fifth ward school, and that Mrs. Woods, a teacher in said school, was designated as assistant principal of said school to take charge of the school during the absence of the appellant. The board of education knew that the appellant in the duties of acting superintendent would necessarily be absent at times from his school; that such necessary absence had the sanction of said board, and Mrs. Woods was authorized to take charge of the school in such absence of the appellant. The respondent's charge of insubordination seems to be based upon the allegation contained in the affidavit of Mr. Pardee that the appellant did not recognize the authority of Pardee as superintendent of schools, or to read the resolution passed by respondents on January 24, 1893, hereinbefore mentioned. Pardee avers a copy was given to the appellant, and the appellant avers it was not delivered to him. The affirmative is upon the respondents to establish the allegation of Pardee and in this the respondents have failed.

It appears that there was a contest in Long Island City relative to the election of a mayor, in which the schools were drawn so far as the personnel of the board of education was concerned, and the inhabitants of the city were greatly excited and each inhabitant took sides with one or other of the contestants for the office of mayor. On January 1, 1893, Mr. Gleason, as mayor, appointed certain persons to constitute the board of education of said city and such board removed Pardee as superintendent and appointed the appellant as acting superintendent, as hereinbefore stated. On January 21, 1893, Mayor Sanford assumed the duties of mayor and claimed Mr. Gleason was without power to appoint the members of the board of education and that the board so constituted was without power to remove Pardee as superintendent of schools. It is claimed that appellant refused to recognize Mr. Sanford, but even if this was true, the failure of a school teacher to instantly recognize a change in the political government of a municipal corporation is not sufficient ground for dismissal. It would seem that under the excitement existing in said city by reason of the mayoralty contest, the position taken therein by the appellant, was, to some extent, the cause of the action taken by the respondents on January 30, 1893, in dismissing the appellant as principal of the fifth ward (new) school.

The respondents contend that the Superintendent of Public Instruction has not jurisdiction to entertain and decide the appeal herein. The board of education of Long Island City exists under acts of the Legislature relating to said city and is a body corporate. The trustees of the common and union free school districts of the State are elected pursuant to the Consolidated School Laws of the State, passed May 2, 1864, and the acts amendatory thereof, and are bodies corporate. The schools of said city are not designated as "common" or "union free schools," but they are public schools, forming a part of the common school system of the State, and supported in part from public school moneys of the State, and under the supervision of the Superintendent of Public Instruction of the State. By section 1 of title 12 of the Consolidated School Law, it is provided that any person, conceiving himself aggrieved in consequence of any decision made as specified in subdivisions 1 to 6, inclusive, may appeal to the State Superintendent, and subdivision 7 enacts: "By any other official act or decision concerning any other matter under this act, or any other act pertaining to common schools, may appeal to the Superintendent of Public Instruction, who is hereby authorized and required to examine and decide the same; and his decision shall be final and conclusive, and not subject to question or review in any place or court whatever."

By section 23 of Charter Laws of 1871, chapter 461, page 969, the right of appeal to, and the jurisdiction of, the Superintendent of Public Instruction to entertain appeals is recognized in the provisions that in any suits which shall be brought against the said board, etc., for any act performed, etc., which might have been the subject of an appeal to the Superintendent, no costs shall be allowed the plaintiff, etc.

The provisions of section 23 are, in substance, the same as the provisions contained in section 6 of title 13 of the Consolidated School Law of 1864. The contention of the respondents is not well taken.

The respondents contend that the appellant is guilty of laches in bringing his appeal. It appears from the proofs that although the resolution of the respondents, dismissing the appellant as principal of the fifth ward school, was passed on January 30, 1893, no copy of said resolution was given to the appellant until March 8, 1893. The appeal herein was verified April 5, 1893, a copy was served upon the respondents on April 6, 1893, and the original appeal, with proof of service of a copy on respondent, was duly filed in the Department on April 7, 1893.

By rule 5 of the rules of practice of this Department on appeals, it is provided that the original appeal and all papers annexed thereto, with proof of service of copies, must be sent to this Department within thirty days after the making of the decision or the performance of the act complained of, or within that time after the knowledge of the cause of complaint came to the appellant, or some satisfactory excuse must be rendered in the appeal for the delay. The contention of the respondents that the appeal was not brought in time is not well taken.

The courts of this State have held that the trustees can not dismiss a teacher without cause and against his consent, before the expiration of his contract. This Department has so held. In appeal No. 3864, *A. Hall Burdick v. The Board of Education of Long Island City*, and appeal 3865, *Annie M. Lawton v. The Board of Education of Long Island City*, decided March 26, 1890, my predecessor, Superintendent Draper, so held. In appeal No. 3864, Superintendent Draper says: "There is no difference between the legal powers and duties of school trustees in cities, and like officers in all other parts of the State, except as such differences have been created by statutes having special application to a particular city. It does not appear that there is any special statute conferring any greater or different powers upon the board of education of Long Island City, so far as the dismissal of teachers is concerned, than trustees of schools have in general." I concur with Superintendent Draper.

In subdivision 9 of section 49, title 9, of the Consolidated School Law, as it existed at the time of the employment of the appellant herein, it is provided: "Nor shall any teacher be dismissed in the course of a term of employment except for reasons which, if appealed to the Superintendent of Public Instruction, shall be held to be sufficient cause for such dismissal."

I decide that the reasons for which the appellant was dismissed are not held by me to be sufficient cause for such dismissal. This being so, the action of said board in attempting to dismiss the appellant in January, 1893, without cause, was unlawful.

The appeal is sustained, and the action of the board in dismissing the appellant is held to be unlawful and invalid.

No. 4197.

In the Matter of the Appeal of F. S. POND, Trustee of School District No. 18, Town of Tompkins, Delaware County, v. E. E. CONLON, School Commissioner, First Commissioner District, Delaware County.

An order of a school commissioner, condemning desks and seats in school-house and directing the trustee to purchase new desks and new seats, will be sustained upon an appeal unless it is shown either that it was not made with authority and that he proceeded irregularly or else that it was clearly unjust and opposed to the best educational interests of the district.

(Decided November 2, 1893.)

This is an appeal from an order made by the respondent, as school commissioner of the first commissioner district of Delaware county, dated September 5, 1893, condemning the desks in the school-house in district No. 18, town of Tompkins, Delaware county, and directing the appellant, as trustee of said school district, to remove from the said school-house all of the desks that are by said order condemned, and to purchase for and seat said school-house with a sufficient number of suitable desks of modern design to duly accommodate all pupils who shall attend said school, at said school-house, the amount to be expended not to exceed the sum of \$100, and ordering that said order shall be fully obeyed within thirty days from the date thereof.

The appellant alleges that the assessed valuation of the taxable property in said district is \$27,325, made up of farms and small holdings; that there are about thirty-five pupils of school age who reside in the district; that there is a fair school building on the school-house site, and in good repair; that the seats complained of are ordinary wooden seats and desks, and need but slight repairs to make them suitable for use, and to put them in good condition, and that an outlay of ten dollars in material and work would put them in as good condition for school work and practical service

as desks of modern design. That the estimated cost of taking out the present seats and desks and putting in new ones would be in the neighborhood of \$150, and that the taxation of such a sum upon the district would be a great burden and extravagance in the present hard times. That at the annual school meeting, in said district, the question of a change of desks was discussed, and a vote taken which resulted in five votes for a change and sixteen votes against. That at a special meeting of the district, held on September 21, 1893, by a vote of fourteen to five, the appellant was directed to appeal from such order of Commissioner Conlon. The appellant avers that he has always been ready to repair said desks and would have repaired them before had he not been stopped by the service upon him of said order of said Conlon.

The respondent shows that for the past three years he has watched the proceedings of the voters of said district in the matter of re-seating the school-house, hoping that the district would, of their motion, reseat said school-house without requiring him to act in the matter. That on June 15, 1893, he visited the school-house in said district and made a careful and critical examination of the seats and desks therein, made measurements, tested the seats by sitting in various ones, and while there, made the following record: "School-house must be resealed; old seats are loose from floor; made of plain boards and posts nailed together; seats too high; small children's feet do not touch the floor; seat part seventeen and one-quarter inches high; desk part so high that small children can not reach to work thereon, while sitting; too high for an adult to write with convenience or comfort; back of desk about vertical, and all seats are badly cut, marred and disfigured, and some of them are falling to pieces; there are twenty-one double desks in school-house." The respondent avers that the foregoing statement so made by him is true. That the respondent on August 3, 1893, addressed a letter to the then trustee of said district, requesting him to call up the matter of reseating said school-house and have vote taken thereon at the annual meeting of the district on August 22, 1893. The respondent avers that the statement of appellants, that it will cost \$150 to reseat said school-house is erroneous; that first-class double desks can be purchased for from three dollars and fifty cents to three dollars and seventy-five cents each, and that twenty such desks will be ample to accommodate all the pupils who will attend said school, and that eighty-five dollars will cover all necessary expenses incurred in carrying out the order made by him.

To the answer of respondent are annexed the affidavits of four qualified voters of the said district, sustaining the statements of the respondent as to the character and condition of the desks, and averring their judgment to be that such conditions can not be

overcome or removed by repairing such desks. There are also annexed to said answer the affidavits of Alice M. Skinner and Sadie B. List, each of whom has taught the school in said district, affirming the statements of the respondent as to the condition of said desks, and the repairing of the desks will not make them suitable or comfortable for the pupils attending said school.

The appellant has filed a reply to the answer of the respondent in which he states that he believes that the respondent is an interested party in compelling the appellant to reseal said school-house for the reason that when the respondent served the order appealed from, by mail, he inclosed with it a copy of a circular of The United States School Furniture Company, having written upon it the following: "A. J. Devereaux, Agent, Binghamton, N. Y." which the appellant says he believes was a suggestion to buy of a party with whom the respondent was financially interested, etc. The respondent in his rejoinder to such reply, alleges, under oath, that he has never received, either directly or indirectly, any money or valuable thing, emolument, reward or promise of reward of any kind or nature, whether as a consideration for his influence in the sale or use of any furniture of any kind whatever for use in any school, and that his purpose in sending the circular was for the purpose of assisting the appellant in obeying said order and giving him information where such furniture might be purchased, and for no other purpose.

To the reply of appellant is annexed an affidavit of himself and ten other voters of said district, containing statements to the effect that the desks and seats in the school-house are not, in their opinion, in so bad a condition as shown by respondent and can be repaired at a small expense so as to be just as good as new seats, etc. There are also annexed the affidavits of two teachers and a carpenter to the same effect.

In his reply the appellant alleges that the teachers, List and Skinner, whose affidavits are annexed to the answer herein, are disappointed applicants for positions as teachers in the school. Both Miss List and Miss Skinner deny, under oath, that they are disappointed applicants as teachers in said school. It can not be assumed that even if they were disappointed applicants, that for this reason they would swear to anything they did not know or believe to be true.

The order of the commissioner should be sustained unless it is shown, either that it was not made with authority, and that he proceeded irregularly, or else that it was clearly unjust and opposed to the best educational interests of the district. The burden of proof is upon the appellant to show this, if he can.

After a careful examination and consideration of the papers filed in this appeal, I do not find that appellant makes such a case

as will justify me in setting aside the order appealed from. There is no allegation that the proceedings of the commissioner have not been regularly taken, and it is certain that he had full statutory authority to make just such an order as he has made. It is impossible for me to say that he has not exercised a sound discretion in the premises.

Acting, as I believe, for the best interests of education in said school district, and in harmony with the spirit which demands better school accommodations in the public schools of this State, I dismiss the appeal herein, and confirm the order of Commissioner Conlon, appealed from, and do hereby order and direct the said trustee of school district No. 18, town of Tompkins, Delaware county, to comply with the terms in said order contained, extending the time, however, for the completion of said work until December 15, 1893.

No. 4198.

In the Matter of the Appeal of GEORGE L. KILMER and GEORGE BRINGOLF from Proceedings of a School Meeting held July 8, 1893, in School District No. 3, Towns of Southfield, Middletown and Northfield, County of Richmond.

To establish the allegation in an appeal, that persons who are not entitled to vote, voted at said meeting for the election of a chairman, etc., the appellants must establish by competent proof that said persons were not qualified voters in the district, and that they voted for said chairman and that without their vote said chairman would not have been elected. In the designation of a new school-house site by a district meeting the State Superintendent, at a distance from the scene of controversy and without being able to personally inspect the site, is not justified in overruling the determination of the meeting, unless the proof is clear and strong that he should do so, in order to save the district from a great error.

(Decided November 4, 1893.)

This appeal is taken from the proceedings of a school meeting held July 8, 1893, in school district No. 3, towns of Southfield, Middletown and Northfield, county of Richmond, and the selection or designation of a school site thereat. The grounds for said appeal, as alleged therein, are, in substance, as follows:

That the site alleged to have been designated is absolutely improper; that the said site is not only far removed from all the public highways, but that it is at present absolutely inaccessible from any way or road whatsoever, being in the middle of private property, and surrounded on every side by the property of private owners; that, even in the future, the only possibility of access held out depends upon the contingent opening of a private road not now existing at all, and for which the consent and action of the two separate and independent owners will be necessary, which private road even is wholly indefinite in time, manner and maintenance, and which at best will not be subject to public control; that said

road will not even then furnish access to a large portion of the district except by the most indirect and circuitous method, so that people residing within a few hundred feet to the south of said site will have to go a mile or more to gain said access; that the non-existent road, depending upon the indefinite action of two independent private owners, is even so only to reach another private road at present scarcely used, and that the choice of a site thus debarred from access, and in a remote quarter of private property, is one made in a district noted for its improved and excellent public highways particularly fitted to furnish ready and fair access to all inhabitants of the different portions of the district.

That the said site is one of manifest injustice to, and a gross breach of good faith towards, the inhabitants of that portion of Middletown consolidated in the present district. That the consent of the former trustees of the former school district No. 4 of Middletown, now consolidated in and with the present district, was obtained upon the express understanding that the school site should not be far removed from the main public highway dividing the two towns, nor should it be beyond the railroad tracks running in the Southfield district, but should be substantially near the central point between the said former districts. That the well-known improved and macadamized public highway, known as the Richmond road, at its junction with the Perth Amboy road, forms the extreme southeastern end of the said former district No. 4 of Middletown, and is the fair and natural and easily accessible central point of the two former districts; that to take the site absolutely away from the natural converging point and from all the public highways of the district and to place it in an inaccessible point, nearly a mile farther to the south and beyond the railroad tracks at Southfield, is a gross injustice as well as breach of faith, and calculated to deprive the voters of Middletown and those of Northfield of the benefit of the school which they will be obliged to support. That the former districts of Southfield and Middletown have their school sites and schools respectively; that the attendance of Middletown is about sixty pupils to that of Southfield of about thirty pupils, the average attendance at Southfield for the last year being only sixteen.

That the proceedings at the meeting under which said site was adopted were illegal, irregular and improper, in that the chairman of the meeting autocratically decided that the selection or vote should not be by ballot; that upon the protest made and motion for a ballot as to whether the said vote should be by ballot, he refused to permit such ballot, but ordered the matter determined by a division, and in the confusion that ensued it was virtually impossible to challenge illegal voters; that, in disgust at

said rulings and the disorder ensuing, a large number of legal voters present left the meeting, protesting against such methods; that over ten persons, who were not entitled to vote, voted at said meeting on the election of chairman, and on the division aforesaid.

The appellants further allege that a protest against said site, signed by forty-nine voters of the former Middletown district, has been presented to them and by them filed with the school commissioner of Richmond county, and to which they refer as part of their appeal; but such protest is not, nor is any copy thereof, annexed to such appeal, nor filed in this Department.

The appeal is verified by the appellants, but no copy of the proceedings of the meeting appealed from, nor any map showing the location of the site designated, nor any affidavits in support of the appeal, is either annexed to the appeal or filed with this Department.

An answer to the appeal has been interposed, signed by one of the trustees of the school district, and a voter of said district. Annexed to the answer is a map of Staten Island, upon which is marked the position of the school site designated at the meeting and other points mentioned and referred to in the answer, and a sworn copy of a petition, signed by eighty-one voters of said district, approving the said site designated at said meeting of July 8, 1893, and averring that said site is central both geographically and as to population, and in every way a proper and desirable site for a school building.

The answer denies the allegation in the appeal that the site selected is far removed from all the public highways, and that it is absolutely inaccessible by any way or road whatever, and alleges that said site, as appears from the map annexed, is situate at the westerly end of Eighth street, on the property of D. J. Tyson; that Eighth street is one of the public streets of the village of New Dorp, is fifty feet wide, with good sidewalks, boarded nearly its entire length, with shade trees planted regularly on both sides its entire length, and has more houses on it than any street in said village except, perhaps, Rose avenue; that in offering the site to the district, Mr. Tyson expressly agreed to give a street in front of the site, and to extend it to Oakwood, another thriving village, a little southwest of New Dorp; that the property traced in black ink on said map, known as Oakwood, has a fine new depot, and within the last two years sixteen new cottages have been erected and that a road connecting the two villages will shorten very materially to many the distance to said school-house site. That aside from any new road the said site is more accessible to a majority of the residents of the district than the site proposed by one of the appellants, and supported at the meeting by the appel-

lants; that Eighth street has been opened eight years, has a water main down to Beach avenue, within 150 feet of the site selected, and is in every way a public street. That there are 203 houses within the consolidated district, of which ninety-four are south of the Amboy road west of its junction with Beach avenue, and to all of these the site selected is nearer than the site favored by the appellants; that all southeast on New Dorp avenue, Mill road and the settlement on or near Beach avenue, must come up New Dorp avenue to reach either site, and when they reach Eighth street they are 1,480 feet from the site selected and 2,690 feet from the site favored by the appellants, by the nearest route; that those residing to the south and west will take Guyon or Tyson avenue or their private lanes to the Amboy road and so on to its junction with Beach avenue, when they will be nearer the site selected than that favored by appellants; that all the houses north of the track on Fifth street and four north of the track and east of New Dorp lane, numbering fifteen, are also nearer the site selected, making a total of 109 houses out of 208 that are by existing roadways nearer the site selected than that favored by appellants. That as to the geographical location of the site selected, the respondents, answering the allegation of the appellants that the site selected is nearly a mile from the junction of the Amboy and Richmond road, aver that the distance in a direct line is 1,926 feet, and by existing road 2,205 feet. Upon the map annexed to the answer the boundaries of the district are defined by blue pencil tracing and there is also upon said map two circles in blue with the selected site as a center. The respondents allege that one of these blue circles has a radius of three fourths of a mile and the other one and one-fourth miles; that there are also two circles in red, of the same size as those in blue, having the lot favored by the appellants as a center, and that the three-fourths mile circle in blue contains within its limits more of the district property and less of outside property than the circle of the same size in red; and that this is true of the one and one-fourth miles circle in blue as compared with the one and one-fourth miles in red; that from the extreme north of the district in a straight line to the site selected the distance is 12,560 feet, and from said site in a straight line to the extreme south of the district the distance is 14,250 feet, a difference of 1,690 feet, so that the center of the district, taking its greatest length from north to south, must be 845 feet further south than the site selected, instead of at the junction of the roads, which the appellants aver is nearly a mile to the north of the site selected; that the site selected, as appears by the circles on the map, is also nearer the center in an east and west direction

than the lot favored by appellants. That the site selected is 1,480 feet from the railroad station platform by the nearest sidewalk, and the said platform is 1,920 feet by the nearest sidewalk to the lot favored by appellants. The respondents allege that it is more important to those at Oakwood to have the site nearer the railroad station with cross roads on either side of track, the focus of travel, and where many bring their children in their conveyances on their way to the city, etc., etc., than the junction of the Amboy and Richmond road.

That as to the center of population the respondents allege that the three-fourths mile circle in blue contains nineteen more houses than the one in red, and that the one and one-fourth mile circle in blue leaves out but twenty-six houses in the district, while the one and one-fourth mile circle in red leaves out thirty-four houses; that within eight years there have been erected ninety-two good substantial villas and hotels in that portion of the district lying south and east of the Amboy and Richmond road, while during the same period there have been erected but twelve on that portion of the district north and west of said road, and that the center of population will continue to shift southward. That the assessed valuation of real estate in the old third district of Southfield for year 1892 (which lies south and east of Amboy and Richmond road) was \$195,000, while in the balance of the district which was formerly the fourth of Middletown, the assessed valuation for 1892 was \$115,000. That the average attendance in the fourth district of Middletown for the last three months before closing the school was less than ten.

The respondents deny the allegations in the appeal, of breach of good faith towards the inhabitants of that portion of Middletown consolidated in the present district in the designation of the new site.

That by the census recently taken for the trustees' annual report the number of children of school age, residing south and east of Amboy road is 124, while the balance of the district contains 104.

The respondents deny that the chairman of the meeting, at which the said site was designated, acted unfairly or declared the selection of the site must be decided by an aye and nay vote, but allege that said chairman after his attention was called to the law stated that the meeting must decide whether the vote should be by ballot or ascertained by taking and recording the ayes and noes, and that thereupon the meeting, by a large majority decided to ascertain the wishes of the meeting by taking and recording the ayes and noes, which was done; that said chairman acted most fairly, maintaining good order, granting every

one full time to speak upon every motion, even asking for an expression from different sections; that the appellants left the meeting upon finding themselves in a minority.

The respondents allege that the site selected at the said district meeting whether as to cost, salubrity, healthfulness, geographical location, center of population, convenience in getting to and from it, improvements, neighborhood and future development of the district, is all that could be desired for a school site in said district.

The appellants have never asked for permission to reply to the answer of the respondents, and no reply to said answer has been filed by the appellants. The burthen is upon the appellants to establish their appeal by a preponderance of proof.

By subdivision 18 of section 16 of title 7 of the Consolidated School Laws, added by section 6 of chapter 500 of the Laws of 1893, it is enacted that: "In all propositions arising at said district meetings involving the expenditure of money, or authorizing the levy of a tax or taxes, the vote thereon shall be by ballot or ascertained by taking and recording the ayes and noes of such qualified voters attending and voting at such district meetings." The paragraph above quoted was in force at the time of the special meeting held on July 8, 1893, in school district No. 3, towns of Southfield, Middletown and Northfield, and said meeting had the power and right to determine whether the vote upon the question of the designation of a school-house site should be by ballot or ascertained by taking and recording the ayes and noes. The action of the chairman in submitting the matter of voting thereon to the meeting was proper, and the method by which the vote upon the question was had and taken was legal.

To establish the allegation in the appeal, "that over ten persons who were not entitled to vote, voted at said meeting on the election of chairman, and on the division aforesaid," the appellants must establish by competent proof that said persons were not qualified persons in the district, and that they voted for said chairman or upon said decision, and that without their votes said chairman would not have been elected or division carried. In this the appellants have failed.

The power to designate a school site is given by the Consolidated School Laws to the qualified voters of the respective districts. There is no proof that the special meeting held on July 8, 1893, in said district was not legally called, and it does appear that the proceedings had and taken at said meeting were pursuant to law. That being so, the action of the meeting in the designation of the school site is to be sustained, unless it is

clearly shown to be against the educational interests of the district. The burthen of proof is upon the appellants. It is for them to show, if they can, that the site is not suitable for school purposes. This they have failed to do, in view of statements of respondents, to which no reply has been interposed. The deliberate determination of a district meeting must be upheld, unless it very clearly appears that it was ill-advised. The State Superintendent, at a distance from the scene of controversy, and without being able to personally inspect the site, is not justified in overruling the determination of a district meeting, unless the proof is clear and strong that he should do so in order to save the district from a great error. The proofs in this appeal do not satisfy me that it is my duty to intervene.

The appeal is dismissed.

No. 4200.

In the Matter of the Appeal of W. A. ROEDEL, F. J. TOLLES and WALTER C. REID, from Proceedings of Annual Meeting in Union Free School District No. 1, Town of East Chester, Westchester County.

At an annual meeting of a union free school district for the election of trustees three persons were elected, when only two persons should have been elected for a full term of three years. *Held*, that the person elected to fill an alleged vacancy, no such vacancy existing, such election was illegal and void. The voters in a union free school district have no authority, under the school law, to elect a district clerk.

(Decided November 15, 1893.)

Herbert B. Lent, attorney for respondents.

The appellants, three members of the board of education of union free school district No. 1, town of East Chester, Westchester county, appeal from action and proceedings of the annual meeting of said district in the election of three persons as trustees of said district, and of a person as district clerk. The appellants ask for my decision to questions relative to the action of said meeting in relation to other matters before said meeting. Nathan Johnson, a member of said board of education, has interposed an answer to said appeal, and the appellants have filed a reply to such answer. Both the appeal and answer herein have annexed to them, a copy of the proceedings of said annual meeting, signed by the chairman and secretary of said meeting.

It appears that said meeting was called to order at 7.30 p. m., on August 22, 1893, and Nathan Johnson was duly elected chairman, and W. E. Heyward, secretary; that a motion was made and adopted to elect two trustees for full term, and one trustee to fill

vacancy caused by resignation of Mr. Belmont; that two tellers were appointed and a ballot was taken with the result as follows: Theodore D. Rich received 109, and Fred H. Hart, 108; Thomas Beattie received fifty-six, and Lawrence B. Holler, fifty-five, for the full term of three years; Lawrence B. Holler received 108 votes to fill vacancy, one year; and E. L. Tourmine received 108 votes for district clerk; that upon the result of the ballot being announced the chairman declared Theodore D. Rich, Fred H. Hart and Lawrence B. Holler to be duly elected to fill the offices of trustees, and E. L. Tourmine, as district clerk.

The contention of the appellants is that there were but two trustees to be elected, to wit, for the full term of three years, and that the election of Mr. Holler, as trustee, was illegal and void, as there was no vacancy in the board of trustees to be filled; also, that the meeting had no power to elect a district clerk.

It is admitted by the appellants and respondent that the board of trustees of said union free school district, as constituted at the establishment of said union free school, consisted of six members, and it does not appear that such number has been changed.

It appears that in 1889, Thomas R. Hodge and Edward Cordial were elected trustees for the full term of three years, and their terms of office would expire in 1892; that in 1890, Theodore D. Rich and L. B. Halsey were elected trustees for the full term of three years and their terms of office would expire in 1893; that Halsey resigned March 8, 1892, and Mr. Reid was appointed in place of Halsey; that in 1891, Nathan Johnson and William Hitchcock were elected trustees for the full term of three years, and their terms of office would expire in 1894; that Hitchcock resigned April 15, 1892, and Mr. Roedel was appointed in place of Hitchcock; that in 1892, it was necessary, at the annual meeting, to elect three trustees for three years in place of Messrs. Hodge and Cordial, one trustee for two years in place of Hitchcock, and one trustee for one year in place of Halsey; that at the annual meeting in 1892, W. A. Roedel and Walter C. Reid were elected trustees for the full term of three years; F. J. Tolles for trustee for the term of two years, and F. W. Belmont for the term of one year; that after said annual meeting of 1892, said board consisted of the following: Roedel and Reid, each for three years; their respective terms expiring in 1895; Johnson and Tolles, for two years; their respective terms expiring in 1894, and Rich and Belmont for one year; their respective terms expiring in 1893; that Belmont removed from the district in the spring of 1893, and School Commissioner Noxon appointed Mr. Yale as trustee, to fill the vacancy caused by such removal of Mr. Belmont. It appears from the foregoing that at said annual meeting, held in

said district, in August, 1893, the terms of office as trustees of Messrs. Rich and Belmont respectively expired, and said meeting had the legal right, and it was its duty to elect two trustees for the full term of three years in place of said Rich and Yale, appointed in the place of Belmont; that said meeting did elect Theodore D. Rich and Fred H. Hart as trustees for the full term of three years; that said board of trustees of said district, since August 22, 1893, is constituted as follows: Nathan Johnson and F. J. Tolles, whose respective term of office will expire in August, 1894; W. A. Roedel and W. C. Reid, whose respective terms of office will expire in August, 1895, and Theodore D. Rich and Fred H. Hart, whose respective terms of office will expire in August, 1896.

I find and decide that the action of said annual meeting of said district, in voting for L. B. Holler, as trustee, for an unexpired term, was illegal and void, there not then existing any vacancy in the unexpired term of any trustee that the meeting had the legal power to fill, said meeting having the authority and power only to elect two trustees for a full term of three years in place of Messrs. Rich and Yale; said Yale having been appointed in place of Belmont, who had removed from the district, before the expiration of his term of office.

Section 7 of title 9 of the Consolidated School Law of 1864, as amended by chapter 161 of the Laws of 1877, provides that boards of education of union free school districts may, with the advice and consent of a majority of the legal voters entitled to vote on questions of taxation, to be had at an annual meeting of the inhabitants, appoint a clerk to the board. Such appointed clerk must be a resident of the district, and a person other than a trustee or a teacher in the employ of the board. The clerk so appointed shall be the general librarian of the district, and also perform all the clerical and other duties pertaining to his office. For his services he shall be entitled to receive a salary, which shall not be greater than twenty-five cents a year for each scholar, to be computed from the actual average daily attendance for the previous year, as set forth in the annual report to the school commissioner, or less, as in the best judgment of said legal voters to be had at such annual meeting; such consent and approval not to be for a longer period of time than one year. In case no provision is made at an annual meeting of the inhabitants for the appointment and payment of a clerk, then, and in that case, the board will appoint one of their own number to act as clerk.

Prior to the amendment of section 7, in 1877, said section provided that said board should elect one of their number clerk thereof, who should also be the general librarian of the district. It seems that said union free school district No. 1, of East Chester,

has for a number of years elected a "district clerk" and did, at the last annual meeting, elect one E. L. Toumine "district clerk;" and the said board of education have elected annually one of their number as clerk.

Under section 7, above referred to, the board of education can appoint a clerk, not a member of said board, who will be entitled to a salary when so authorized by an annual meeting. The annual meeting does not "appoint," but may "advise and consent" to the appointment of a clerk at a certain salary, which salary is limited to twenty-five cents for each pupil of the number in actual average daily attendance, as stated in said section. Such authorization of the meeting to such appointment is valid for one year only. The clerk so appointed does not hold over after his term of office, which is one year from the date of the annual meeting. If no provision is made by the annual meeting for a clerk, the board shall appoint one of their own number as clerk; but no salary or compensation can be paid for his services.

The annual meeting in said district did not "advise and consent" to the appointment of a clerk at a certain salary; it elected a clerk, but that it had not the legal right to do, for by section 7, the appointment must be made by the board. Not having advised and consented to the appointment of clerk at a certain salary in the manner provided by said section 7, the election of the meeting of said Toumine as district clerk was illegal and void, and the board of education had the legal authority to elect one of said board as clerk, but who can not be paid any salary or compensation for his services.

By section 15 of title 9 of the Consolidated School Law of 1864, it is provided that it shall be the duty of boards of education, at the annual meeting of the district, besides any other report or statement required by law, to present a detailed statement in writing of the amount of money which will be required for the ensuing year for school purposes, exclusive of the public moneys, specifying the several purposes for which it will be required, and the amount of each. By section 16 of said title 9 it is provided that after the presentation of such statement, the question shall be taken upon voting the necessary taxes to meet the estimated expenditures, and when demanded by any voter present, the question shall be taken upon each item separately, and the inhabitants may increase the amount of any estimated expenditures, or reduce the same, except for teachers' wages, and the ordinary contingent expenses of the school or schools.

At said annual meeting in said district said board submitted to the meeting a detailed statement in writing of the amount of money which would be required for the year ensuing for school

purposes, exclusive of public moneys, specifying the several purposes for which it will be required, and the amount for each, and the said several sums amounted in the aggregate to \$4,400. No voter present at the meeting demanded that the question should be taken upon each item separately. A motion was made that the amount to be raised be the sum of \$3,800, without specifying the several purposes which it was for or the amount of each, and upon a ballot taken upon this motion ninety-three votes were cast, of which fifty-eight votes were for an appropriation of \$3,800 and thirty-five votes were against any appropriation. The meeting had the legal right to reduce the amount estimated by the board to be required for the year then ensuing for school purposes, except for teachers' wages and the ordinary contingent expenses of the schools, and the vote to raise the sum of \$3,800 was legally adopted. The action of the meeting in voting the sum of \$3,800 can not be ignored by the board, nor can the board assess the amount of \$4,400 as presented by it to the meeting. The meeting failed to designate the specific purposes for which the sum of \$3,800 should be expended and the amount for each purpose, and I can not direct the board as to the expenditure thereof, nor indicate in what items submitted by the board the reduction is to be made.

Section 17 of title 9 of the Consolidated School Laws provides that, if the inhabitants shall neglect or refuse to vote the sum or sums estimated necessary for teachers' wages, after applying thereto the public moneys, and other moneys received or to be received, for that purpose, or if they shall neglect or refuse to vote the sum or sums estimated necessary for ordinary contingent expenses, the board may levy a tax for the same, in like manner as if the same had been voted by the inhabitants. A motion was made at said meeting to raise \$625 in addition to the sum already voted for the purpose of reimbursing the various funds overdrawn by reason of the establishment of the new school, and for other expenses not provided for in the appropriation of last year, and said motion was laid upon the table. It was optional with the voters present to lay the motion upon the table or to have taken a ballot upon it. The meeting decided to lay the motion upon the table, and their action was legal. There is no provision of the school law which required that a ballot should be taken upon it. The proposed appropriation of \$625, in addition to the sum already appropriated, not having been voted for by the meeting, there is no legal authority in the board to include the same in the tax-list and assessment of the district.

Section 20 of title 9 of the Consolidated School Law provides that it shall also be the duty of said boards of education, respec-

tively, to have reference in all expenditures and contracts to the amount of moneys which shall be appropriated, or subject to their order or drafts, during the current year, and not to exceed that amount. The qualified voters in union free school districts, duly and legally assembled, only, under the school law, have authority to make appropriations of money and vote taxes for maintaining schools in their respective districts. Boards of trustees have no authority, under the school laws, to assess and levy taxes, other than for such purposes and such sums as they are so directed by the district meetings, except when such meetings neglect or refuse to vote sums necessary for teachers' wages and for ordinary contingent expenses. Said boards have no legal authority to exceed in their contracts and expenditures the sums appropriated and voted at the district meeting. When the district meeting votes a specific sum for a specific purpose, no part of sum so voted can be legally expended by said boards for any purpose other than that for which it was appropriated; nor can said boards legally transfer unexpended balances in any of such funds to make good a shortage that may exist in any other fund except by consent of the district meeting, as said boards have no legal authority to exceed the sums appropriated for special purposes, and, hence, there should not be any shortage.

So much of the appeal herein as is taken from the action and proceedings had and taken at the annual meeting held in union free school district No. 1, East Chester, Westchester county, relative to the election of Lawrence B. Holler as trustee of said district for an unexpired term, and the election of E. L. Toumine as district clerk, is sustained, and, as to the other matters, said appeal is dismissed.

It is ordered that so much of the action and proceedings of the annual meeting held on August 22, 1893, in union free school district No. 1, town of East Chester, Westchester county, as relates to the election of Lawrence B. Holler as a trustee of said district, and the election of E. L. Toumine as district clerk, be, and the same hereby is, vacated and set aside as illegal and void; and the election of said Holler as trustee and said Tourmine as district clerk is, and each of them is, hereby declared to be illegal and void.

No. 4201.

In the Matter of the Appeal of NATHAN JOHNSON and THEODORE D. RICH, from Proceedings of a Special Meeting held on July 5, 1893, in Union Free School District No. 1, Town of East Chester, Westchester County.

Where a special meeting of a district, duly called, was held, meeting duly organized, a motion was made to adjourn sine die, such special meeting, under the call of the trustees had been duly held and no legal meeting of the inhabitants of the district could be held except in pursuance of a legal call therefor as required by the school law. Boards of education of union free school districts have no authority, under the school law, to decide whether or not the special meeting or the annual meeting of their respective school districts had been legally conducted or not, nor whether or not the proceedings thereof, furnished to them by the clerk or secretary of the meeting are correct, or whether the action and proceedings had and taken at said meetings are legal or not. The power to decide such matters is given by the school laws only to the Superintendent of Public Instruction in an appeal taken from the action and proceedings of such meetings.

(Decided November 16, 1893.)

Herbert D. Lent, attorney for appellants.

Stephen J. Stilwell, attorney for respondents.

The above-named appellants, two of the members of the board of education of union free school district No. 1, town of East Chester, Westchester county, appeal from the action and proceedings of an alleged special meeting held in said district on July 5, 1893, at which it was claimed it was voted to raise \$8,000 for the purchase of a site and the building of a new school-house thereon, and the bonding of said district therefor. Also, from the action of the majority of the board of education of said district in refusing to record the proceedings of a special meeting duly held in said district on said July 5, 1893, and in recording the proceedings of said alleged special meeting; also, from the refusal of said board to record the proceedings of the annual meeting of said district, held on August 22, 1893.

An answer to the appeal has been filed by Messrs. Roedel, Tolles, Reid and Yale, four of the members of said board.

From the papers presented upon said appeal, it appears that a special meeting of the legal voters of union free school district No. 1, town of East Chester, to be held at the primary school-house, Garden avenue, between Fourth and Fifth streets, Mount Vernon, on Wednesday, July 5, 1893, at 7 o'clock, p. m., for the purpose of appropriating the sum of \$8,000 for the purchase of a site and the erection of a suitable school-house thereon, in the upper end of the district, and making provision for the payment of said sum, was duly called by the board of education of said district. That at the time and place above mentioned a large number of the inhabitants of said district assembled, and said meeting was called to order by Nathan Johnson, president of the board of education,

who, on motion of John H. Davis, was elected chairman of the meeting, and William F. Johnson was elected secretary; that the chairman stated the call for the meeting, and after some discussion a motion was made and adopted that the meeting adjourn sine die, and thereupon a large number of persons left the room. That after the adjournment of said meeting and such persons had left the room, those remaining in the room organized a meeting by the election of S. J. Stilwell as chairman and J. M. Reid, clerk; that a resolution, stating in substance that a meeting had been legally called for the purpose of raising funds for the purchase of a site and the erection of a school-house in the district, and whereas a certain number of persons forcibly entered the school-house, and in a violent and boisterous manner, interfered with the object for which the meeting was called, and whereas said body of people have declared the meeting adjourned sine die, without legally organizing the same; therefore, be it resolved, that we now proceed to organize the meeting in accordance with said call, was then adopted; that two tellers were appointed and a resolution was made and seconded that, in accordance with the call for this meeting, an appropriation of \$8,000 be made for the purchase of a site and the erection of a school-house thereon, in this section, appropriation to be obtained at once by the issue of interest-bearing bonds of the district, a portion of which, not exceeding \$1,000, to be retired each year until the whole sum is paid, and that we now proceed to a ballot, which was adopted; that a ballot was had at which fifty-nine votes were cast, of which fifty-five were for the resolution and four against; that a motion was adopted that the poll-list and ballots be kept under seal by the secretary of the meeting for future reference, and that the minutes of the meeting be signed by the chairman and secretary and forwarded to the board of education, and thereupon the meeting adjourned. That at a special meeting of the board of education held on July 25, 1893, the proceedings of the two meetings held on July 5, 1893, duly signed by the chairman and clerk of the respective meetings were presented and said board, by a vote of four to one, adopted a resolution that the minutes of the meeting at which Mr. Stilwell was chairman be received and approved as minutes of said meeting, the board deeming said meeting to be the regular and lawful meeting held in response to the call for a special meeting to be held on said July 5, 1893, and the minutes of the meeting at which Nathan Johnson was chairman and W. F. Johnson was secretary were, as the clerk of said board states in his letter, under date of July 26, 1893, to W. F. Johnson, "ignored." That said board refused by a majority vote to enter the minutes of the annual school meeting,

held in said district on August 22, 1893, as signed by the chairman and secretary of the meeting, upon the minute-book of the district, for the reason that they were incomplete and were improper.

That no appeal has been taken from the action and proceedings had and taken at the special meeting of said district, held July 5, 1893, at which Nathan Johnson was chairman, and W. F. Johnson was secretary.

The allegations in the appeal relative to the proceedings at the special meeting held on July 5, 1893, at which Nathan Johnson was chairman, are supported by a copy of the minutes of the meeting, signed by the chairman and secretary, and the affidavits of nine qualified voters who were present at said meeting. Each of said affiants states that said meeting was duly organized at the time and place appointed, and was properly conducted, and that the minutes of the meeting are a true record of the proceedings of said meeting.

The respondents allege in their answer that a certain number of persons forcibly entered the school-house and in a violent and boisterous manner interfered with the object for which the meeting was called; as soon as said boisterous persons could be gotten from the meeting the secretary of the board called the meeting to order, etc. The respondents allege as grounds of the invalidity of the first meeting that no secretary was elected or tellers appointed, neither was any call read or any vote taken on said call. Three of the respondents, Messrs. Roedel, Tolles and Reid, deny that they were present at said first meeting, and therefore can not know of their own knowledge, whether their allegations are true. Annexed to the answer and in support thereof, are the affidavits of James M. Reid and George S. Yale, each of whom avers that he was present at the first meeting. Mr. Reid admits that a chairman was elected and that a motion was made to adjourn sine die, and that said meeting adjourned; he alleges no secretary was elected, no minutes taken, no tellers appointed, and no call read; no discussion was had relative to the raising of funds; and that everybody was shouting and that his request to be heard was refused. Mr. Yale alleges that the meeting was not duly organized and was illegally conducted; but does not aver that the meeting was boisterous or noisy. He avers no minutes were taken, no tellers appointed, no call read; but admits a chairman was elected and a motion made to adjourn sine die, which was adopted.

The allegations contained in the appeal, that said board of education refused to record the proceedings of the meeting held on July 5, 1893, at which Nathan Johnson was chairman, and

W. F. Johnson secretary, and the minutes of the annual school meeting, held on August 22, 1893, are admitted by the respondents.

I am clearly of opinion that the appellants have, by a preponderance of proof, established that the meeting held in said district on July 5, 1893, of which S. J. Stilwell was chairman and James M. Reid, secretary, was not a valid and legal meeting of the voters of said district. At the time and place named in the call issued and served by the board of education, a large number of the inhabitants assembled; the appellants say "between 100 and 150, and all the room could hold, and respondents do not controvert said statement. The hour of holding the meeting must be strictly observed and there is no allegation that anything was done prior to the hour at which the meeting was called. No authority exists for holding the meeting before the designated hour, and no legal objection rests upon the inhabitants who may have assembled at such time to wait for others before organizing and commencing the proceedings. The duty to call a meeting to order is not enjoined upon any particular person, and any voter of the district may do this. Nathan Johnson called the meeting to order and he had the legal right to do so. The school law directs that such district meetings shall appoint a chairman, and such district meeting has the legal right to elect their chairman. Nathan Johnson was duly elected chairman, and the meeting, having authority, elected W. F. Johnson as secretary. As soon as a chairman and secretary of the meeting was elected said meeting was duly organized and was in a position to transact any business pertaining to the matter for which the meeting was called to act upon. It was not necessary to the legality of the meeting that the call by virtue of which the inhabitants had assembled, should be read. It must be assumed that the board of education had given legal notice of the meeting and the objects for which it was called, and the inhabitants present were fully informed thereof; but it is established by a preponderance of proof that the chairman stated the call for the meeting. There being no provisions of law nor code of rules to regulate the proceedings of district meetings; that must be held to be in order to which a majority consents. The office of the chairman is to facilitate the ascertaining of the wishes of the majority. If their determination is illegal the remedy is by appeal. It appears that some discussion was had relative to the business stated in the call, but that no motion or resolution relating thereto was made, but that a motion to adjourn sine die was made and upon a vote taken thereon was adopted and thereupon the said meeting was declared adjourned sine die. It is the duty of a chairman to put every question to vote which is made and seconded. A motion

for adjournment takes precedence of all others. Such motion, however, can not be received after another question is actually put and while the meeting is engaged in voting upon it; but in such case the vote must be concluded and the result announced. No allegation is made or proof presented that when the motion was made to adjourn that another question had been put, nor that the meeting was engaged in voting upon it. The special meeting, under the call of the board of education, having been duly held, organized and adjourned sine die, no legal meeting of the inhabitants of the district could be held except in pursuance of legal call therefor, as required by the school laws.

In refusing to record the proceedings of said special meeting of July 5, 1893, and the proceedings of the annual meeting, held on August 22, 1893, upon the records of the district, the said board of education acted without authority of law and in violation of its duty. No authority is given by the school law to boards of education to decide whether or not the special meeting or the annual meeting, of their respective school districts, have been legally conducted or not; nor whether or not the proceedings thereof, furnished to them by the clerk or secretary of the meetings, are correct or not, or whether the action and proceedings had and taken at said meetings, are legal or not. Neither district meetings nor district officers have any authority, under the school laws, to decide or declare that a special or annual meeting was not legally held, nor that the action and proceedings had and taken at such meetings are irregular, incorrect or illegal. The power to decide such matters is given, by the school laws, only to the Superintendent of Public Instruction, in an appeal taken from the action and proceedings of such meetings. It was the plain duty of the board of education of district No. 1 of East Chester to have directed the record of the proceedings of the special meeting held July 5, 1893, presented to it by Mr. W. F. Johnson, the secretary of said meeting, and also the proceedings of the annual meeting held on August 22, 1893.

The respondents ask that the appeal herein be dismissed on the ground that it was not brought until more than sixty days after the performance of the acts complained of, or the appellants had knowledge of said acts, and allege that the board of trustees have been misled, and has allowed the board to obligate the school district by the purchase of property, etc., etc., which was not done until after the time for an appeal had expired.

Assuming, for the sake of argument, that the alleged meeting of which Mr. Stilwell was chairman was legal, no action was had and taken that authorized the board of trustees to purchase, or to contract for the purchase, of any property whatever without fur-

ther action of the qualified voters of the district, duly and legally assembled. Such alleged meeting voted an appropriation of \$8,000 be made, for the purchase of a site and the erection of a school-house thereon, in that section, appropriation to be obtained, etc. Under the school laws the authority to designate a school site is given only to the qualified voters of the district in meeting assembled, and the said district can not delegate the power to select and designate such site to the trustees, or a committee, or any person or persons. No site was designated at such alleged meeting, and hence the trustees had no authority in law to purchase, or contract to purchase, a site, and, hence, had no authority in law to contract for the erection of a school-house anywhere in said district, at least until a site had been legally designated. If said trustees have entered into contracts for the purchase of a site or the erection of a school-house, the district is in no wise bound by such action, and hence the delay in bringing this appeal in no way affects the district.

The appellants allege "that the reason the appeal was not taken before was an error of judgment on the part of the appellants and their advisors." The alleged meeting of which Mr. Stilwell was chairman was so clearly illegal and void, and the action of the trustees, or a majority of them, in refusing to permit the proceedings of the special meeting of July 5, 1893, and the annual meeting of August 22, 1893, to be recorded in the records of the district, was so clearly a violation of duty on the part of said trustees, that the appellants might well have believed that, upon reflection and consideration, the said trustees would agree with the appellants, and reverse their action. In such judgment the appellants erred. The appellants have rendered a satisfactory excuse for their delay in bringing the appeal.

The appeal herein is sustained.

I do find and decide that the meeting held on July 5, 1893, in union free school district No. 1, town of East Chester, Westchester county, of which meeting S. J. Stilwell was chairman and J. M. Reid was secretary, and alleged to be the special meeting of said district, held under the call of the board of education of said district, issued by said direction of said board at its regular monthly meeting, held on June 1, 1893, was not a legal and valid special meeting of said district. That the action and proceedings alleged to have been had and taken at said meeting are, and each of them is, illegal, invalid and void, as the action and proceedings of a legal and valid called and held special meeting of said district.

It is ordered that the action and proceedings of said meeting be and they are hereby vacated, set aside and altogether held for naught, as the action and proceedings of a legally called and held special meeting of said district.

It is further ordered that the board of education of union free school district No. 1, town of East Chester, Westchester county, forthwith cause to be recorded in the records of said district the minute of proceedings of a special school meeting of said district, held on July 5, 1893, of which meeting Nathan Johnson was chairman and Wm. F. Johnson was secretary, and which said minutes were duly delivered to said board; and that said board also forthwith cause to be recorded in the records of said district the minutes of proceedings of the annual meeting of said district, held on August 22, 1893, of which meeting Nathan Johnson was chairman and W. E. Hayward was secretary, and which said minutes were duly delivered to said board.

No. 4202.

In the Matter of the Appeal of JERRY L. GARDNER v. HOWARD B. HARRISON, School Commissioner, Second Commissioner District of Steuben County.

The basis of every certificate issued by a school commissioner to persons applying to him for examination and proposing to teach common schools is his satisfaction concerning the qualifications of the applicant in respect to moral fitness and capacity. A commissioner is justified in withholding a certificate from an applicant where he is satisfied in his mind and judgment that upon the proofs presented to him evidence of the good moral character of the applicant does not affirmatively appear.

(Decided November 18, 1893.)

The appellant appeals from the decision of Howard B. Harrison, school commissioner, second commissioner district of Steuben county in refusing to grant to the appellant a certificate of the second grade of teachers. An answer has been interposed.

The decision of the respondent was based upon the ground that he did not find the appellant qualified as to moral fitness, and, therefore, refused to grant the appellant a certificate.

The papers submitted upon this appeal are quite voluminous and consist mainly of affidavits upon the question of the moral fitness of the appellant, presented to the respondent at or before the application of the appellant for examination and certificate, and those furnished by the appellant to the respondent in rebuttal; and additional affidavits furnished by appellant in support of his appeal; and said papers have been carefully read and considered.

Under the provisions of subdivision 5 of section 2 of the Consolidated School Law of 1864, and the amendments thereof, every school commissioner shall have power, and it shall be his duty, to examine persons proposing to teach common schools within his district, and not possessing the superintendent's certificate of qualifications, or diploma of the State Normal School, and to inquire into their moral fitness and capacity, and, if he finds them

qualified, to grant them certificates of qualifications, in the forms which are or may be prescribed by the superintendent. The basis of every certificate issued by a commissioner is his satisfaction concerning the qualifications of the applicant in respect to moral fitness and capacity. A commissioner is justified in withholding a certificate from an applicant where he is satisfied, in his mind and judgment, that upon the proofs presented to him, evidence of the good moral character of the applicant does not affirmatively appear. Deputy Superintendent Keyes, in a decision made by him on May 20, 1859, said: "It must be borne in mind that the commissioner is the servant of the people, pledged to protect their interests and rights in matters relating to the education of their children, and he has no right to imperil those interests by legalizing the presence and labors among them of a person concerning whose moral reputation there is a doubt."

It does not appear, from the papers presented, in this appeal that the respondent was actuated by any malice, prejudice or ill-feeling against the appellant in his decision. I can not say that the respondent has exercised unwisely the power and duty intrusted to him by the school laws, nor that, upon the proofs before him, he was not justified in refusing a certificate to the appellant.

The appeal herein is dismissed.

No. 4203.

In the Matter of the Appeal of OWEN MATHEWS, from Proceedings of the Annual Meeting, held in Union Free School District No. 2, Flatbush, Kings County.

A person present at a school meeting, knowing a person offering to vote not to be qualified and permitting him to vote without challenge, will not be allowed to object to the proceedings of the meeting, because such unqualified person participated therein. Where an appeal is brought from the action of a meeting in the election of trustees, on the ground that the persons are not eligible to the office, the appellant must show by competent legal proof that the persons alleged by him not to be qualified voters did not possess such qualification in such terms as necessarily to exclude every presumption that such voters could not be qualified under section 12 of title 7 of the school laws.

(Decided November 13, 1893.)

John E. Simpson, attorney for respondents.

This appeal is taken from the action and proceedings of the annual meeting held in union free school district No. 2, Flatbush, Kings county, on August 22, 1893, in the election of Edward R. Bennett and Oscar L. Steves, as trustees of said district.

The appeal contains thirteen allegations as grounds for appeal, the principal ones being that the meeting was conducted without any regard to the rights of the qualified voters of the district;

that the chairman was not elected by a majority of the qualified voters present and voting; that the chairman refused to entertain the challenges duly made; that the chairman threatened to expel, and instructed a police officer to expel, from the meeting a qualified voter for challenging a person offering to vote, and accepted the vote of such person without requiring him to make the declaration required by law; that illegal votes were cast, and that neither the said Bennett nor the said Steves, declared to be elected trustees, was a qualified voter in the district. Affidavits of a large number of persons have been filed in support of the appeal.

An answer to the appeal has been interposed by Messrs. Bennett and Steves and the affidavits of a large number of persons filed in support of the answer.

It appears that the annual meeting held in said district on August 22, 1893, was largely attended and much feeling in the result of the election of trustees was manifested, and while the meeting was not as quiet as one would desire, it was not riotous or boisterous and no qualified voter was obstructed in the exercise of his right or prevented from voting at the meeting. That said meeting was called to order by John W. Buckley, then one of the trustees of said district, and one Evans and one Graham were each nominated for chairman, and upon a viva voce vote Evans was declared elected, whereupon an appeal was taken and a division of the house demanded and had, and upon a count Evans received ninety-eight votes and Graham ninety votes. That Edward R. Bennett and Joseph Nettleton were nominated for trustees for three years and ballot taken, which resulted in Bennett receiving eighty-six votes and Nettleton receiving eighty-four votes. That during said ballot the appellant herein occupied a position at which he could see each person offering to vote and challenged the vote of two persons, viz.: W. Hurst and Patrick Cassidy, and that two persons were challenged by the supporters of Bennett, and after the attention of the chairman of the meeting was called to the qualifications of each of the persons challenged in the presence of the person making the challenge, the said challenges were not pressed. That Oscar L. Steves and Edward Levine were nominated as trustee for one year and a ballot taken, which resulted in Steves receiving 107 votes and Levine forty-nine.

The main grounds upon which this appeal is brought are, that Bennett and Steves are not, nor is either of them, eligible to the office of trustee, and that they were elected by the votes of persons not qualified voters of the district.

Section 24 of title 7 of the Consolidated School Laws of 1864, as amended, provides: "Every district and neighborhood officer

must be a resident of his district or neighborhood and qualified to vote at its meetings." Section 12 of title 7 contains the qualifications necessary to qualify a person to vote at school district meetings. Section 13 of title 7 provides that if any person offering to vote at any school district meeting shall be challenged as unqualified by a legal voter of the district, the chairman, presiding at such meeting, shall require the person so offering, to make the declaration stated in said section, and if the person makes the declaration, he or she shall be permitted to vote; but if he or she refuse to make the declaration, his or her vote shall be rejected.

The appellant alleges in his appeal that Bennett and Steves were ineligible to hold the office of trustee because they were not qualified voters in the district, and that they were elected as trustees by illegal votes.

The burden is upon the appellant to sustain his appeal by the preponderance of proof.

The respondents, Bennett and Steves, are not required to show affirmatively that they are eligible to the office of trustee, and that the persons who voted for them are qualified voters of the district; but the appellant must show by competent legal proof that the persons alleged by him not to be qualified voters, did not possess such qualifications in such terms as necessarily to exclude every presumption that such voters could not be qualified under section 12 of title 7 of the school law.

It appears that the appellant challenged but two persons, and it appears by the proofs that he did not insist upon such challenges. He alleges that many other persons who voted were not qualified voters; but it does not appear that he challenged any of them. A party knowing a person to be unqualified, and permitting him to vote without challenge, will not be allowed to object to the proceedings of the meeting because such unqualified person participated in them.

The appellant, in addition to establishing, as above stated, that the persons claimed by him were not qualified voters, must, in order to set aside the election of said Bennett and Steves as trustees, also show that said unqualified persons voted for said Bennett and Steves, and that had their votes been excluded said Bennett and Steves would not have been elected.

In my opinion the appellant has failed to sustain his appeal herein by a preponderance of proof, and the appeal should be dismissed.

Appeal dismissed.

No. 4204.

In the Matter of the Appeal of ALBION NORRIS FELLOWS from Action and Decision of DAVID FOX and THEODORE F. CLAY, Trustees of School District No. 3, Town of Ramapo, Rockland County, and from Proceedings of a Special Meeting of said District, held September 19, 1893.

Where, in a school district at the annual meeting, a trustee and other district officers were elected and the business of the annual meeting transacted, and after said meeting the trustees of the district learned that there were over three hundred children of school age reported in the district, and a special meeting was called for the election of district officers, trustees assuming that the election of officers at the annual meeting was invalid, and at such special meeting a person other than the one elected trustee at the annual meeting was elected trustee. Held that said trustees had no power, under the school laws, to hold and declare the election of the trustee at the annual meeting as illegal and void, and that so much of the special meeting as related to the election of a trustee be vacated and set aside as illegal, invalid and void.

(Decided November 24, 1893.)

The above-named appellant appeals from the action and decision of Messrs. Fox and Clay, two trustees of school district No. 3, town of Ramapo, county of Rockland, in refusing to recognize the appellant as a duly elected trustee of said district, and in refusing to permit him to act as such trustee; and also from the proceedings of a special meeting of said district held therein on September 19, 1893.

An answer has been made by said Fox and Clay to said appeal.

It appears that an annual meeting of said district was held on the fourth Tuesday of August, 1893, to wit, August 22, 1893; that at said meeting the business of the annual meeting was transacted; that the appellant was duly elected a trustee of said district, in place of James M. Cookson, whose term of office as a trustee of said district expired on said fourth Tuesday of August, 1893, thirty-eight votes having been cast, of which the appellant received twenty, and said meeting adjourned; that at two meetings of said trustees, held shortly after said annual meeting, of each of which meetings the appellant received notice from the clerk of the district. The appellant attended at the first of said meetings and the respondents expressed doubts as to the legality of the appellant's election as a trustee; that at the second of said meetings the respondents still refused to recognize the appellant as a trustee, and thereupon called a special meeting to be held in said district on Tuesday, September 19, 1893, at 7.30 p. m., for the purpose of electing a trustee in place of James Cookson, and appropriating the sum of \$2,500 to meet the expenses for maintaining the school during the current year. That said special meeting was held on said September 19, 1893, and H. C. Wanamaker was elected chairman; that Peter D. Johnson and the appellant herein were nominated for trustee; that a ballot was

taken, 107 votes being cast, of which said Johnson received sixty-six and the appellant forty-one; that an appropriation of \$2,400 was voted by ballot, the whole number of votes cast being thirty-three, of which twenty-nine were in favor and four against the appropriation; that thereupon the meeting adjourned.

That on September 25, 1893, a meeting of said trustees was held at which the appellant was present and made formal effort to obtain recognition by the respondents as a trustee of said district, which was refused, and that said Peter D. Johnson was recognized by the respondents as such trustee.

No appeal has been taken from the action and proceedings had and taken at the annual meeting of said district, held on the fourth Tuesday of August, 1893.

The respondents allege that after the annual meeting in said district, on August 22, 1893, it was discovered by them that there had been over 300 children of school age reported, and that the meeting for the election of district officers had been held upon an improper day, and that they thereupon concluded that the election for officers which had taken place was void; that the respondents, acting upon the advice of the school commissioner of the commissioner district in which the said school district is situate, ordered the calling of the said special meeting that was held on September 19, 1893, as hereinbefore stated.

The respondents deny the claim of the appellant that the meeting at which he was elected a trustee was a lawful meeting for the election of district officers; and allege that the meeting for that purpose should have been held on the last Wednesday next following the last Tuesday of August, "as demanded by the Code of Public Instruction of the State of New York, at section of chapter 248 of the said code." They further state that the mistake was made inadvertently, and that they, on finding out said mistake, proceeded in good faith, and the advice of said school commissioner, to remedy the same by calling a special meeting for the purpose expressed by them.

From the papers presented in this appeal, it is clear that the respondents, as trustees of said school district, have acted under a misapprehension of their powers and duties as such trustees, under the laws of the State relating to common schools, and under a misapprehension of the laws of the State in force at the time of the two meetings mentioned in said appeal papers, relating to the election of school district officers.

Trustees of school districts have no power, under the school laws, to set aside or invalidate the proceedings of a district meeting upon the assumption by them that such proceedings are or were illegal and void. The respondents herein had no power to

hold or declare the election of a trustee at the annual meeting of said district, held on August 22, 1893, as illegal and void; nor that the election of said trustee was had upon the wrong day; nor to set aside or invalidate the proceedings of said meeting in such election, nor to call a special meeting to elect a trustee upon the assumption that the election at said annual meeting was invalid and void.

The respondents as such trustees have acted, in the matters stated in the appeal papers, under a misapprehension of the laws of the State in force at the time said annual and special meetings were held, relative to the election of district officers. Under the school laws in force on July 1, 1893, the annual meeting of each school district (except where the Legislature by a special act has designated a different day) shall be held on the fourth Tuesday of August in each year, and to choose one or three trustees, as hereinafter stated, a district clerk, collector, etc. In districts that have three trustees, one trustee shall be elected at each annual meeting to fill the office of the outgoing trustee. (See sections 16 and 27 of title 7 of the Consolidated School Laws of 1864, and the amendments thereof.)

By chapter 248, of the Laws of 1878, and acts amendatory thereof, in force on July 1, 1893, being "An act in relation to the election of officers in certain school districts" (said chapter not forming any part of the Consolidated School Laws of 1864) it is enacted: "Section 1. In all school districts in this State in which the number of children of school age exceeds three hundred, as shown by the last annual report of the trustees to the school commissioner, all district officers, except the treasurer and collector of union free school districts, shall be elected by ballot." This section remains the same as when adopted on May 13, 1878. It has always been the law that trustees of union free school districts should be elected by ballot. Since April 29, 1893, it has been the law that all district officers in common school districts shall be elected by ballot. (See section 5, chapter 500, Laws of 1893.) When the annual school meeting was held in district No. 3, town of Ramapo, on August 22, 1893, assuming that the trustees of the district and the qualified voters thereof had knowledge that the number of children of school age in the district exceeded 300, the method of electing one of its district officers, viz., a trustee, required by section 1, above quoted, was complied with, that is, he was elected by ballot.

Section 2 of said chapter 248 of the Laws of 1878, as amended by section 11 of chapter 245 of the Laws of 1889, and as said section has stood since May 6, 1889, provides such election (i. e., district officers in school districts where the number of children of

school age exceeds 300) shall be held on the Wednesday next following the first Tuesday in August in each year (not on the Wednesday next following the last Tuesday of August, as assumed by the respondents), between the hours of 12 o'clock midday and 4 o'clock in the afternoon, at the principal school-house in the district, or at such other suitable place as the trustees may designate. When the place of holding such election is other than at the principal school-house, the trustees shall give notice thereof, etc. The trustees may, by a resolution, extend the time of holding the election from 4 o'clock until sunset. Section 3 of said chapter provides that the trustees or board of education, or such of them as may be present, shall act as inspectors of election, and immediately after the close of the polls shall proceed to canvass the votes and declare the result; if any such district shall have but one trustee, the district clerk shall be associated with him as inspector; if a majority of the trustees shall not be present at the time of opening the polls, those in attendance may appoint any of the legal voters present to act as inspectors in place of the absent trustees; if none of the trustees shall be present at the time for opening the polls, the legal voters may choose those of their number to act as inspectors. Section 4 enacts that the trustees shall, at the expense of the district, provide a suitable ballot-box, in which the ballots shall be deposited as they are received; such ballots shall contain the names of the persons voted for, and shall designate the office for which each one is voted, and the ballots may be either written or printed, or partly written and partly printed. Section 5 enacts that the district clerk or clerk of the board of education shall attend the election, and record in a book to be provided for that purpose, the name of each elector as he deposits his ballot; the method of counting the ballots, etc. Section 6 provides for the challenging of voters and states the declaration to be made by a voter so challenged, etc. Section 7 enacts that disputes concerning the validity of any such election, etc., shall be referred to the Superintendent of Public Instruction, whose decision shall be final, and authorizes such Superintendent, in his discretion, to order a new election. Section 8 enacts that the persons having the highest number of votes respectively for the several offices shall be declared elected, and in the case of a tie, how a decision shall be made. Section 9 enacts that the annual meeting, in the several districts, shall be held as now provided by law, for the purpose of transacting all business, except the election of officers.

In the enactment of said chapter 248 of the Laws of 1878, the intent of the Legislature seems to have been to provide to school districts having more than 300 children of school age a method

of holding elections for their school officers on the next day after their annual meeting, and that a plurality of votes should elect. The Legislature, assuming that in said districts the number of qualified voters residing therein would be largely in excess of those residing in the ordinary districts, containing a less number of children, and that the ordinary business of the annual meeting and election of officers could not be disposed of between 7.30 p. m. and a proper hour of adjournment; and that a fuller representation of the district could be had in the selection of district officers by keeping the polls of said election open for at least four hours during the day following such annual meeting than could be obtained in the time usually allowed for a ballot at the annual meeting. At the time of the enactment of said chapter 248, common school districts were not required to elect their district officers by ballot. Last winter the Consolidated School Law of 1864 was amended, requiring such election to be by ballot. As now, all school districts, whether common or union free school districts, are required to elect their district officers by ballot, and said districts, in the absence of specific enactments as to the method of taking such ballots or the length of time the polls may be open, can adopt its own method in that regard, and if unable to finish the transaction of its business at the annual meeting can adjourn to the next day or any subsequent day, the provisions contained in said chapter 248 do not seem to be necessary, as the intent of the Legislature, in its enactment, can be carried out under the provisions of the Consolidated School Act of 1864 as amended and now in force.

The time of holding the annual meetings in the school districts having been fixed last winter on the fourth of Tuesday of August in lieu of the first Tuesday, it was by inadvertence that section 2 of said chapter 248 of the Laws of 1878 was not also amended by inserting the fourth instead of the first Tuesday of August, therein.

It is apparent that the special meeting held in said district on September 19, 1893, was not an election of school district officers, nor were the action and proceedings then and there had and taken under and in accordance with the provisions contained in said chapter 248 of the Laws of 1878 and the amendments thereto. The meeting or election was not held on the day named in section 2 of said chapter 248, and there does not appear to be any provision in said chapter for an election on any other day than the one named therein; there was no attempt to elect any school district officers thereat, except a trustee; the trustees did not act as inspectors of election, nor were the polls of said election kept open from 12 o'clock midday until 4 o'clock in the afternoon; business

was transacted that should have been transacted at the annual meeting.

As the respondents allege that they did not discover, until after the annual meeting of the district, that the number of children of school age in the district exceeded 300, and it does not appear that the voters of the district had such knowledge, the district could not, if it desired, avail itself of the provisions contained in said chapter 248 of the Laws of 1878 until the next annual meeting of the district after such knowledge was discovered.

I find and decide that as no appeal has been taken from the said annual meeting, held in said district on August 22, 1893, that said meeting was a legal and valid meeting, and that the action and proceedings had and taken at said meeting are, and each of them is, legal and valid. That the respondents, as trustees of said district, had no legal authority to hold, declare or decide that the election of appellant as a trustee of said district, at said annual meeting of said district, was either illegal, invalid or void. That the action and proceedings had and taken at said special meeting of said district, held on September 19, 1893, so far as they relate to the election of a trustee, are, and each of them is, invalid and void.

The appeal herein is sustained.

It is ordered that the action and proceedings had and taken at a special meeting of school district No. 3, town of Ramapo, county of Rockland, on September 19, 1893, so far as they relate to the election of a trustee of said district, are, and each of them is, hereby vacated and set aside as illegal, invalid and void.

It is further ordered that the respondents herein, as trustees of school district No. 3, town of Ramapo, county of Rockland, be, and they are, hereby directed to recognize the appellant herein, Albion Norris Fellows, as the legally elected trustee of said district and as duly elected as such trustee in place of James H. Cookson, whose term of office expired on August 22, 1893.

EXHIBIT NO. 4.

NORMAL SCHOOLS.

1. LIST OF NORMAL SCHOOLS, WITH NAMES OF PRINCIPALS.
PRESIDENTS OF LOCAL BOARDS, SECRETARIES AND TREASURERS.
2. REPORTS OF LOCAL BOARDS.
3. REGULATIONS CONCERNING ADMISSIONS TO NORMAL SCHOOLS.
4. STATISTICAL TABLES.
5. MEETING OF NORMAL PRINCIPALS — SECRETARY'S REPORT.
6. ENTRANCE EXAMINATION QUESTIONS.

1. LIST OF NORMAL SCHOOLS,

WITH

NAMES OF PRINCIPALS AND OFFICERS OF LOCAL BOARDS.

REVISED TO DECEMBER 1, 1893.

ALBANY.

STATE NORMAL COLLEGE.

President..... William J. Milne, Ph. D., LL. D.

Executive Committee.

The Superintendent of Public Instruction.

Samuel B. Ward.

Marcus T. Hun.

Robert C. Pruyn,

Frederick Harris.

Secretary and Treasurer, Samuel B. Ward, M. D., Ph. D.

BROCKPORT.

Principal..... Charles D. McLean, A. M., LL. B.

President Local Board (pro tem).. Eliphalet Whitney.

Secretary..... Daniel Holmes.

Treasurer..... John H. Kingsbury.

BUFFALO.

Principal..... James M. Cassety, Ph. D.

President Local Board..... David F. Day.

Secretary and Treasurer..... Pascal P. Pratt.

CORTLAND.

Principal..... Francis J. Cheney, A. M., Ph., D.

President Local Board..... Hon. William H. Clark.

Secretary..... John W. Suggett.

Treasurer..... Hon. Lawrence J. Fitzgerald.

FREDONIA.

Principal..... Francis B. Palmer, Ph. D.
 President Local Board..... Hon. L. Morris.
 Secretary and Treasurer..... Louis McKinstry.

GENESEO.

Principal..... John M. Milne, A. M., Ph. D.
 President Local Board..... John R. Strang.
 Secretary..... William A. Brodie.
 Treasurer..... Charles W. Fielder.

NEW PALTZ.

Principal..... Frank S. Capen, A. M., Ph. D.
 President Local Board..... Hon. Albert K. Smiley.
 Secretary..... Solomon Deyo.
 Treasurer..... Charles W. Deyo.

ONEONTA.

Principal..... James M. Milne, A. M., Ph. D.
 President Local Board..... William H. Morris.
 Secretary..... Hon. Walter L. Brown.
 Treasurer..... David Whipple.

OSWEGO.

Principal..... Edward A. Sheldon, A. M., Ph. D.
 President Local Board..... Gilbert Mollison.
 Secretary..... John Dowdle.
 Treasurer..... Theodore Irwin.

PLATTSBURGH.

Principal..... Edward N. Jones, A. M.
 President Local Board..... Hon. John B. Riley.
 Secretary..... Hon. E. C. Baker.
 Treasurer..... Hon. George S. Weed.

POTSDAM.

Principal..... Thomas B. Stowell, A. M., Ph. D.
 President Local Board..... Hon. Edwin A. Merritt.
 Secretary..... John G. McIntyre.
 Treasurer..... Hon. George Z. Erwin.

NORMAL SCHOOLS.

2. REPORTS OF LOCAL BOARDS.

STATE NORMAL COLLEGE.

ALBANY.

FOURTH ANNUAL REPORT OF THE EXECUTIVE COMMITTEE OF THE
STATE NORMAL COLLEGE FOR THE YEAR ENDING JULY 25, 1893.

To the Superintendent of Public Instruction :

Sir.—The executive committee of the New York State Normal College, in accordance with the requirements of law, herewith submits its fourth annual report.

The attendance during the year ending July 25, 1893, was very encouraging, and yet the prospects for the present year are even much more satisfactory. The number of students who have attended the college has been larger than we had any reason to expect and the growth is steady. We feel sure that in time the attendance will be large. It must be borne in mind that no one thinks of entering this institution who has not deliberately determined to engage in the business of teaching, either for life or for a considerable length of time, and, furthermore, that only those come here who have a desire to prepare themselves, in some proper way, for instructing and managing the young. The persons, therefore, who enter the college are those who have high ideals and a determined purpose to excel in their chosen profession. It is but proper to state, also, that the standard of scholarship for admission is so high that only those who have good attainments in literature, science and mathematics can secure admission. During the year twenty persons received the degree of Bachelor of Pedagogy, of which number ten were college graduates previous to their entering the institution. The number of persons who received diplomas from the college was also large, and the talent of all persons who graduated was noticeably great. It should be stated, also, that there is a very large demand for graduates from the normal college, so large, indeed, that we are not able to supply

anything like the number of teachers that is asked for. It is believed, however, that when the people, generally, become aware of the advantages offered by the college, a much larger number of students will avail themselves of the opportunity provided by the State, so that they may have proper professional training.

EXECUTIVE COMMITTEE.

There has been no change in the executive committee since the last report. The names of the gentlemen composing the committee are as follows:

Hon. James F. Crooker, Superintendent of Public Instruction, chairman, ex officio; Samuel B. Ward, M. D., Ph. D., secretary and treasurer; Robert C. Pruyn, A. M., Marcus T. Hun, A. M., Frederick Harris, A. M.

FACULTY.

At the close of the year Mrs. Sara F. Bliss resigned her position in the college to accept a more remunerative situation in Providence, R. I. Miss M. Harriet Bishop, of New Haven, Conn., who is a graduate of the New Haven high school and the New Haven training school for teachers and of the State Normal School of Oswego, was elected to fill her place. Miss Ellen J. Pearne, principal of the grammar department of the model school, also resigned at the close of the year, and James Robert White, Pd. B., was elected to fill the vacancy. Professor White is a graduate of the normal school of some years ago, and also a recent graduate of the normal college. He has had large and successful experience as a teacher.

The faculty is at present constituted as follows:

William J. Milne, Ph. D., LL. D., President, Professor of Philosophy of Education and School Economy.

Albert N. Husted, A. M., Professor of Mathematics.

William V. Jones, A. M., Principal of High School Department (Model School), Professor of German.

Floyd J. Bartlett, A. B., Professor of Ancient Languages.

Edward Wetmore, A. M., Professor of Natural Sciences.

Samuel B. Belding, Professor of Vocal Music.

Miss Kate Stoneman, Teacher of Drawing and Penmanship.

Miss Mary A. McClelland, Teacher of English Grammar and History.

Mrs. Margaret Sullivan Mooney, Teacher of Elocution, Rhetoric and English Literature.

Miss E. Helen Hannahs, Ph. D., Teacher of Natural Sciences and French.

Miss Clara M. Russell, Elementary Methods and Criticisms.

Miss M. Harriet Bishop, Teacher of Elementary Methods.

Miss Edith Bodley, Secretary.

James Roberts White, Pd. B., Principal of Grammar Department (Model School).

Miss Anna E. Pierce, Principal of Primary Department (Model School).

Miss Ida M. Isdell, Principal of Kindergarten.

Miss Helen L. Sewell, Assistant in Kindergarten.

ATTENDANCE.

The record of attendance during the year is given in the following table. It will be noticed that the number of students recorded in the college is not very large, but it will be noted also that the number of graduates is proportionately very great. This will always be one of the characteristics of the college as distinguished from the normal schools. Those who come here, come here solely to prepare for teaching, whereas a good many of those who attend normal schools, while they intend to become teachers for a time, do not expect to engage in the work for many years. They often teach before they complete their course, and frequently never complete a course. Almost all of those who are capable of continuing throughout the course and receiving a diploma from the college remain and do so. Consequently, while the number of students in attendance is not very large, the number of graduates is proportionately much greater than when the institution was organized as a normal school.

The whole number of students during the year is as follows:

Normal department	220
Model department	307
Kindergarten	36
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Total	563
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The average number of students during the year has been as follows:

Normal department	172
Model department	275
Kindergarten	29
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Total	476
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The average age of students in the normal department at the time of entering was:

Males	25.2
Females	20.9
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GRADUATES.

The following table shows the number of graduates for the year and from the origin of the normal school:

Graduates during school year.

	Males.	Females.	Total.
Number graduated February, 1893.....	13	46	59
Number graduated June, 1893	17	33	50
Total	30	79	109
Total from origin of the college	1,195	2,669	3,864

GRADUATES, 1892-93.

Collegiate Course.

Name.	Post-office.	County.
George Albert Bolles, A. B.	Naples.....	Ontario.
Raymond Ellsworth Brown, Ph. B.	Alfred Centre	Allegany.
Hattie E. Burdick, Ph. B.	Alfred Centre	Allegany.
Daniel Jordan, B. S.	Rome.....	Oneida.
Alvin A. Lewis, A. B.	Alfred Centre.....	Allegany.
Ernest E. Race, A. B.	Greene	Chenango.
Catherine Mailler Rider, B. L.	Brooklyn	Kings.
Sarah Pamela Williams, A. B.	Glens Falls.....	Warren.
Elizabeth Middleton Sherrill, A. B.	Palmyra	Wayne.
Ruth Dakin Sherrill, A. B.	Palmyra	Wayne.

Classical Course.

Alice Helena Hall	Waterville	Oneida.
Edward B. Harris	Lyons Falls	Lewis.
Nathan J. Lowe.....	Big Flats	Chemung.
Merritt E. Newbury	Wolcott	Wayne.
Georgianna Roberts	Bainbridge	Chemung.
Frederick Munson Rogers	Union Springs	Cayuga.
M. Agnes Taylor.....	Penn Yan.....	Yates.
James Robert White.....	East Albany.....	Rensselaer.
Stella E. Whittaker.....	Hoosick Falls.....	Rensselaer.
Elizabeth Learnmonth Young.....	Copake	Columbia.

English Course.

Henry Emerson Adams	Skaneateles.....	Onondaga.
Anna Bell Akins	Tuckahoe	Westchester.
Russell Heacock Bellows	Gloversville	Fulton.

Name.	Post-office.	County.
Nellie Howe Blood	Mill Point.....	Montgomery.
Luella C. Bolenbaker	Red Hook.....	Dutchess.
S. Anna Brett.....	Galway	Saratoga.
Jennie J. Campbell.....	Bovina Centre	Delaware.
Adelaide Felter Carson	Haverstraw	Rockland.
Bertha Case	Conesville	Schoharie.
Velna Case.....	Conesville	Schoharie.
Joanna R. Cleary.....	Newburgh	Orange.
Oscar E. Coburn	Canaan Centre....	Columbia.
Nellie Leah Cochrane.....	Wells	Hamilton.
Frances May Coleman	Amsterdam.....	Montgomery.
William S. Coleman	Manning	Orleans.
Lillian Cecelia Collyer	White Plains.....	Westchester.
Evie Corney	Dutchess Junction.	Dutchess.
Walter J. Decker	Hillsdale	Columbia.
Alice Jane Drake.....	Brighton.....	Monroe.
L. Gertrude Dugan	Peekskill.....	Westchester.
Mary Dugan.....	Geneva	Ontario.
Mary Lillian Duncan.....	Moore's Mill.....	Dutchess.
Jessie Cameron Dunlop	Hackens'k Heights,	N. J.
Wilson Reuben Failing	Fort Plain	Montgomery.
Evelyn B. Gatchell.....	Alton.....	Wayne.
James K. Gatchell	Alton.....	Wayne.
Sara M. Gillespie.....	Glen Spey.....	Sullivan.
Grace Alban Gilliland	Delmar	Albany.
Etta Secor Gracey.....	Yonkers	Westchester.
George R. Greene.....	Cairo	Greene.
Roxcy Jane Griffin.....	Utica	Oneida.
Katharine Frances Haines.....	Bridgehampton ...	Suffolk.
Mary Stuart Hall.....	Canandaigua	Ontario.
Mary Schuyler Hamilton	Elmsford.....	Westchester.
Hannah Maria Henry.....	Troy	Rensselaer.
Ida Elizabeth Hill.....	Pelhamville	Westchester.
Myrtle E. Hook.....	Cassville	Oneida.
Alfred Van Buren Howell.....	Mattituck	Suffolk.
Adelbert B. Hunt	Nunda	Livingston.
Martha Hunt	Penn Yan.....	Yates.
N. P. Banks Johnson	Nyack	Rockland.
Mary E. Keliher	Geneva	Ontario.
Mabel Lucretia Lewis.....	Nyack	Rockland.
Grace Edna Long.....	New Scotland.....	Albany.

Name.	Post-office.	County.
Alice C. Mackey.....	Westport	Otsego.
Jessie Isadore Marble.....	South Bloomfield..	Ontario.
Ida Estelle Martin.....	Port Chester.....	Westchester.
Charles Benjamin Marvin.....	North Nassau.....	Rensselaer.
Mary Elizabeth McFarland.....	Salem	Washington.
Charles T. McFarlane.....	New York	New York.
Angela Morey	Burnt Hills.....	Saratoga.
Elmer A. Myers.....	Clyde.....	Wayne.
Kathleen E. Nolan	Lee Centre.....	Oneida.
Sarah E. Nolan	Lee Centre.....	Oneida.
Rosella Noon	Clyde.....	Wayne.
Jessie Owen	Cohoes	Albany.
Burton B. Parsons.....	Wolcott	Wayne.
Robert Gardner Patria.....	Livingston	Columbia.
Mary C. Payne	Schenectady	Schenectady.
Eliza D. Payntar.....	Long Island City..	Queens.
Anna Belle Phillips.....	East Quogue	Suffolk.
Lucinda Pearl Pratt	Ephratah	Fulton.
Paul Edward Riemann.....	Albany	Albany.
Georgia Ross	Amsterdam	Montgomery.
Grace M. Seaton.....	Richfield Springs..	Otsego.
Jessie May Sherman.....	Albany	Albany.
Harriette Slater	Eureka	Sullivan.
Emeline L. Smalling.....	Cohoes.....	Albany.
Effey Blauvelt Smith	Spring Valley	Rockland.
Katherine Smith	Albany	Albany.
Frank Stanbro.....	Brookfield.....	Madison.
Frances Bertha Strever	Troy	Rensselaer.
Julia Elizabeth Surdam	Waverly'.....	Tioga.
Anna K. Swartwout	Prospect	Oneida.
Clara B. Sweatman	Amsterdam	Montgomery.
Edna H. Tuthill	Wading River.....	Suffolk.
Eliza A. Tuthill.....	Middletown	Orange.
Carrie M. Underhill	New Rochelle	Westchester.
Cora E. Utman	Albany	Albany.
Mae E. Vincent.....	Oneida	Madison.
Mary Margaret Vosburgh.....	Canajoharie	Montgomery.
Clara E. Warren.....	Port Chester	Westchester.
Adelia K. Whitney	Amsterdam	Montgomery.
Clifford A. Woodward	Hartford	Washington.
Henry Allen Wright	Rome	Oneida.

Kindergarten Course.

Name.	Post-office.	County.
Helen Caroline Arnold	Palmyra	Wayne.
Anna Belle McBride	Alplans	Schenectady.
Louise Sanford	Palmyra	Wayne.
Maud Colton Stewart	Greenwich	Washington.

The graduates mentioned above represent thirty-eight (38) counties of the State, namely: Albany, 8; Allegany, 3; Cayuga, 1; Chemung, 2; Chenango, 1; Columbia, 4; Delaware, 1; Dutchess 3; Fulton, 2; Greene, 1; Hamilton, 1; Kings, 1; Lewis, 1; Livingston, 1; Madison, 2; Monroe, 1; Montgomery, 7; New York, 1; Oneida, 8; Onondaga, 1; Ontario, 5; Orange, 2; Orleans, 1; Otsego, 2; Queens, 1; Rensselaer, 5; Rockland, 4; Saratoga, 2; Schenectady, 2; Schoharie, 2; Suffolk, 4; Sullivan, 2; Tioga, 1; Warren, 1; Washington, 3; Wayne, 10; Westchester, 9; Yates, 2.

COURSES OF INSTRUCTION.

English course — Admission.

Those who seek admission to this course must be at least 17 years of age, and greater maturity is desirable.

Candidates for admission must pass satisfactory examinations upon the following subjects: Arithmetic, algebra, through quadratics, plane geometry, grammar, rhetoric, English literature, political and physical geography, American history, general history, botany, physiology, zoology, physics, chemistry, astronomy, geology, bookkeeping, civil government and elementary drawing.

Those who present the following evidences of proficiency will be admitted without examination, viz.: State certificates, diplomas from colleges, universities, the Regents, normal schools, high schools, academies, and academic departments of union schools, provided they cover the subjects prescribed for examination in the preceding paragraph, but pass-cards in advanced arithmetic and advanced grammar will be required in addition to the attainments certified by the Regents or other academic diplomas. Statements from principals of schools, setting forth the superior qualifications of candidates in advanced arithmetic and advanced grammar will be received as evidences of proficiency and exempt applicants from examination in those subjects.

Examinations for entrance will be held at the college at the beginning of each term. It is not necessary that all the examinations be passed at one time; they may be distributed through two years, if the candidate prefers. Admission to the college can not,

however, be granted until the examinations are successfully completed.

A knowledge of Latin or modern languages may be substituted for other subjects prescribed for entrance, but it can not be allowed for any subjects except those commonly called advanced studies.

COURSE OF STUDY.

First year — First term.

Psychology, Philosophy of Education.

Methods of teaching the following subjects: Number, Arithmetic, Geography, Grammar, Composition, Reading, Vocal Music. Daily discussion of educational themes. Essays upon educational subjects. Preparation of devices for teaching.

Second term.

Method of teaching the following subjects: Algebra, Geometry, Physics, History, Botany (Elementary), Zoology (Elementary), Object Lessons, Civil Government, Drawing, Penmanship. Daily discussion of educational themes. Essays upon educational subjects. Preparation of apparatus and specimens.

Second year — First term.

Methods of teaching the following subjects: Chemistry, Physical Geography, Botany, Book-keeping, Zoology, Mineralogy, Geology, Physiology, Rhetoric, Familiar Science, Solid Geometry, English Literature, Astronomy. Daily discussion of educational themes. Essays upon educational subjects. Preparation of apparatus and specimens.

Second term.

School Economy, Elocution, School Law, History of Education, Kindergarten Methods, Methods of Teaching Political Economy, Sanitary Science, Physical Culture, Teaching in Model School.

Those who complete the above course successfully will receive a diploma, which will be a license to teach in the public schools of the State for life. No degree will be conferred upon graduates from this course.

CLASSICAL COURSE — ADMISSION.

Those who desire admission to this course must be at least 17 years of age, but no one will be graduated from the course who is not at least 20 years of age.

Candidates for admission must pass satisfactory examinations upon all the subjects required for entrance to the English course, and in addition thereto, Solid Geometry, Plane Trigonometry, Caesar, three books, Cicero, six orations, Virgil's *Aeneid*, six

books, Latin Prose Composition, Xenophon's Anabasis, three books, Homer's Iliad, three books, and Greek Prose Composition.

Instead of the requirements in Greek the candidates may offer a two years' course in French or German or a less amount of both.

Those who present the following evidences of proficiency will be admitted without examination, viz.: Diplomas from colleges, universities, the Regents, normal schools, high schools, academies, and the academic departments of union schools, provided they cover the subjects prescribed for examination in the preceding paragraph, but pass-cards in advanced arithmetic and advanced grammar will be required in addition to the attainments certified by the Regents', or other academic diplomas. Statements from principals of schools, setting forth the superior qualifications of candidates in advanced arithmetic and advanced grammar will be received as evidences of proficiency and exempt applicants from examinations in those subjects. The Regents' eighty-count diploma admits without conditions.

Examinations for entrance will be held at the college at the beginning of each term. It is not necessary that all the examinations be passed at one time; they may be distributed through two years, if the candidate prefers. Admission to the college can not, however, be granted until the examinations are successfully completed.

COURSE OF STUDY.

First year — First term.

Psychology, Philosophy of Education.

Methods of teaching the following subjects: Number, Arithmetic, Geography, Grammar, Composition, Reading, Vocal Music. Daily discussion of educational themes. Essays upon educational subjects. Preparation of devices for teaching.

Second term.

Methods of teaching the following subjects: Algebra, Geometry, Physics, History, Botany (elementary), Zoology (elementary), Object Lessons, Latin. Daily discussion of educational themes. Essays upon educational subjects. Preparation of specimens and apparatus.

Second year — First term

Methods of teaching the following subjects: Chemistry, Physical Geography, Zoology, Mineralogy, Geology, Physiology, Rhetoric, Solid Geometry, Greek or French or German, English Literature, Astronomy. Daily discussion of educational themes. Essays upon educational subjects. Preparation of specimens and apparatus.

Second term.

School Economy, Elocution, School Law. History of Education. Kindergarten Methods, Methods of Teaching Political Economy, Sanitary Science, Physical Culture, Teaching in Model School.

Those who complete the classical course successfully will receive diplomas licensing them to teach in the public schools of the State for life, and the degree of Bachelor of Pedagogy will also be conferred upon them.

SUPPLEMENTARY COURSE.

First term.

Carpenter, Mental Physiology; Spencer, Education; Hickok. Moral Science; Compayre, Elements of Psychology; Froebel, The Education of Man; Stanley, Life of Dr. Arnold; Mahaffy, Old Greek Education; Bain, Mental Science; Bain, Education as a Science; Rousseau, Emile; Radestock, Habit in Education; McArthur, Education in Relation to Manual Industry; Fitch, Lectures on Teaching. Discussion of current educational themes.

Second term.

Guimps, Life of Pestalozzi; Payne, Contributions to Educational Science; Rozenkranz, Philosophy of Education; Winchell, Doctrine of Evolution; Hill, True order of Studies; Parsons, Systems of Education; Klemm, European Schools; Bowne, Introduction to Psychological Theory; Brown on Art; Jevons' Principles of Science; Whewell, History of the Inductive Sciences; Quick, Educational Reformers; Browning, History of Educational Theories; Rosmini, Method in Education; School Supervision, Schools for Professional Training. Discussion of current educational themes. A thesis.

Graduates from the English course will receive the degree of Bachelor of Pedagogy upon completing the supplementary course.

Graduates from the classical course will receive the degree of Master of Pedagogy upon their completing the supplementary course.

Only those who have completed either the English or the classical course in the college can pursue the supplementary course.

SPECIAL COURSE.

Persons who have at least the scholarship required for admission to the English course, as given on page 7 of circular, and who have a first grade teacher's certificate, and who bring testimonials from school commissioners, boards of education or superintendents of schools, to show that they have taught successfully

for three years or more, will be allowed to complete a special course in one year.

If they succeed in doing the work of the course in a satisfactory manner, they will be granted a diploma which will also be a license to teach for life in the public schools of the State.

GRADUATES OF COLLEGES.

Graduates of colleges and universities will be allowed to select (with the approval of the faculty) from the curriculum of study a course which may be completed in one year. Upon their completing it successfully and showing their ability to instruct and manage pupils properly, they will receive diplomas which will be licenses to teach, and the degree of Bachelor of Pedagogy will also be conferred upon them.

SPECIAL STUDENTS.

Persons of maturity, who have had large and successful experience in teaching, but who have not the attainments in scholarship required for admission into the regular courses, and those that have the qualifications for entrance who wish to pursue special courses, will be permitted to enter the college and pursue elective courses such as the faculty may approve, but they will not be granted diplomas, nor will degrees be conferred upon them.

COURSE FOR KINDERGARTNERS.

Admission.

Applicants must be at least 18 years of age. They must be graduates from some high school, academy, academic department of a union school, or other higher institution of learning, that they may be mentally fitted to comprehend and apply understandingly the truths underlying the Frobel system. They should have a natural love for children so that they may enter into childish joys and sorrows in a sympathizing manner. They should have the consciousness of a high moral purpose and a love for nature; good health, industry and a cheerful and contented disposition. They should be able to play the piano, and have a true ear and voice for singing.

Course of instruction.

This will include lessons on the use of the following articles and occupations in developing the child's mind: Ball, sphere, cube and cylinder, blocks, tablets, slats, sticks, rings and peas-work; pricking, sewing, drawing, lacing, weaving, paper cutting and paper folding.

Systematic instruction will be given upon the principles and philosophy of training which underlie the kindergarten system. Lessons on the care of children and on story-telling will also occupy the attention of the students during a part of the course.

Instruction in the Holt system of music will be given, so that the kindergartners may be able to teach the rudiments of vocal music to children.

Lessons in physical culture and kindergarten music and games will form a part of the course.

Lessons in botany and natural history will be given, with methods of presenting them to little children.

Instruction in free-hand drawing and in modeling will be given during the year.

Students will be required to prepare pattern books, of weaving, sewing, pricking, paper folding and paper cutting, and they will be expected to invent new forms for themselves in accordance with the principles underlying all the work.

Students will be required to observe for a time the work done in the kindergarten, from 9 until 12. They will afterwards write out their observations and submit them to the class for approval and criticism. As soon as the students are qualified to enter upon the work of instruction, they will be given practical work with the children.

A course of reading will be prescribed, including such books as Autobiography of Frobel, Reminiscences of Frobel, Education of Man, Emile, Leonard and Gertrude, Baldwin's Psychology, and other works upon education. Frequent essays upon the various phases of the instruction and training of children, and abstracts of the books read will be required.

A diploma will be given at the end of one year to those who complete the course satisfactorily. The kindergarten diploma is, however, only a certificate of proficiency in that kind of teaching; it does not license the holder of it to teach in the public schools of the State.

Those who desire to enter the course for kindergartners must present themselves at the beginning of the school year in September, because only one training class will be organized during the year.

Only a limited number of kindergartners can be trained in the college, consequently application for appointments should be made as early as possible.

MODEL SCHOOL.

A model school is organized and maintained that students may have an opportunity for observing the successful application of the methods of teaching, and that they may have an opportunity to

display their knowledge of the subjects taught and their skill in teaching and managing pupils.

The school has four departments: Kindergarten, primary, grammar and high school. The courses of study cover the subjects necessary for preparation for business, for college or for entering the normal college. It is designated to make the school what its name signifies, a model which graduates may follow advantageously in methods of teaching and in discipline.

The teaching in this school will be done chiefly by pupil teachers, though model lessons will be given from time to time by the teachers in charge, so that those who are preparing to teach may have illustrations to guide them in the application of the principles underlying education.

GENERAL INFORMATION.

Appointments.

All persons desiring admission to the college should apply to their school commissioner or city superintendent for an appointment. The appointments will be sent by him to the Superintendent of Public Instruction, who will send them to the president of the normal college.

Students from any part of the State may receive appointments to membership in the college, and school commissioners and city superintendents are not restricted as to the number of appointments issued.

Declaration.

Before being admitted to the college students will be required to sign the following declaration: We, the undersigned, hereby declare that our object in entering the New York State Normal College, is to prepare ourselves to discharge in an efficient manner the duties of a teacher; and we further declare that it is our intention to devote ourselves to teaching in the schools of the State.

Expenses.

There will be no charge for instruction to those who are residents of the State and text-books will be loaned without expense. Persons not residents of the State will be charged twenty dollars per term for their tuition and the use of books. The amount of fare necessarily paid in coming to the college by public conveyance will be refunded to those residents of the State who are present at the beginning of a term and remain till its close.

Kindergartners are required to pay ten dollars for materials.

Board can be obtained in respectable families at rates varying from three dollars and fifty cents to four dollars, exclusive of

washing. Those who wish to board themselves can rent furnished rooms for from one dollar to one dollar and twenty-five cents per week for each person when two occupy a room.

All boarding places are visited by some member of the faculty, who inspects the house and its surroundings, and examines into the sanitary condition of the premises. Students are required to board at such places only as are approved by the faculty, and no change of boarding place may be made without the consent of the authorities of the college.

It is much better for students not to engage boarding places before their arrival in the city, but those who are specially anxious to have rooms secured before they come should address Mrs. Margaret S. Mooney, at 465 Madison avenue, who will give them as much assistance as possible.

Upon arriving in the city, students should go directly to the college buildings upon Willett street, where they will find a member of the faculty, who will direct them to suitable boarding places. Checks for baggage should be retained until rooms are secured.

Situations for graduates.

Inquiry is often made as to whether graduates of the college are furnished suitable positions when they have completed a course of instruction. The reply to such an inquiry must be in the negative, because school trustees and boards of education are the only persons authorized by law to select teachers for the schools. However, no pains are spared to secure suitable and remunerative positions for graduates, and those whose attainments in scholarship, skill in instructing and tact in managing are excellent need have no fear of being without employment, for the demand upon the college for such teachers is always much greater than can be supplied.

General suggestions.

1. Those who propose to pursue a course of study here should possess good health. Those who are exhausted by overwork should not think of entering the college until they have recovered their physical and mental vigor, for, while the work required here may not be too great for a person in good health, a person in a feeble physical condition will be likely to find it too exhausting.

2. The classes in every subject are the same for every term, so that students who have not sufficient means to enable them to complete a course by continuous residence at the college, may leave the college for a term, or longer, and return at the beginning of a term and continue their work.

3. Thorough scholarship is necessary as a preparation for the successful study of methods of teaching. If students have not recently passed examinations in the subjects prescribed for admission, it will be well for them to review the studies thoroughly before entering.

4. Persons who are unable to express themselves in correct English, read with fluency, write legibly, and spell with reasonable accuracy, will not be graduated under any circumstances, no matter how capable they may be in other respects.

5. It will be advisable for students to bring with them any textbooks they may have. They will be useful as reference books during the course.

6. The college opens on the first Wednesday of September and the first Wednesday in February, and all applicants for admission should present their credentials on that day. Those who are to be examined should also be present so that they may be examined promptly and assigned to the proper classes.

Location of the college.

The college buildings are situated in the most beautiful and attractive part of the city of Albany. They front upon Washington park, which is a model of beauty and taste, thus commanding at once the advantages of city and rural life. They are about a mile and a half from the railway stations, but may be conveniently reached by those who arrive by train, either by the Hamilton street line of electric cars, which start from Maiden Lane on North Pearl street, or by the Madison avenue cars, which start from the foot of State street. They each run within a half block of the college.

Libraries.

The college has a good collection of works of reference to which the students have access daily. Besides this, the State Library, the Young Men's Association Library, the Young Men's Christian Association Library and the Public Library, are open daily for readers and for drawing books. In these libraries almost any work upon any subject can be found, so that the students may pursue their investigations with the greatest success, and also become acquainted with all the current literature.

Reading-rooms.

The reading-rooms afford unusual opportunities to the students to acquaint themselves with current events. Every periodical of value that is published in this country or foreign countries may be found on the tables of the public reading-rooms. Daily, weekly

and semi-weekly papers, magazines, reviews, and quarterlies upon literature, science, art, religion and the trades, are open to the inspection of all readers daily. The reading-room at the college is open every afternoon, and those of the Young Men's Association and of the Young Men's Christian Association are open throughout the day.

Museum of Natural History.

In this institution the State has provided, at an expense of nearly a million and a half of dollars, the means for studying geology, botany, zoology and entomology. The collection of specimens exhibited there is hardly equaled in the country, and it is believed that for educational purposes it can not be surpassed. An opportunity will be given the students to acquaint themselves, as far as possible, with the specimens and the relics and curios which are found in the museum.

Dudley Observatory.

No astronomical observatory in America is better known ~~than~~ this, and it justly stands high, not only on account of its appliances for observing and studying the heavens, but also because of the ability of the director and his assistants. The students of the college will have the opportunity of visiting the observatory and learning of the practical workings of astronomical apparatus.

Gymnasium.

There is in connection with the Young Men's Christian Association a superior gymnasium, fitted up at large expense, with all the most approved appliances for securing proper physical development. The members of the class are examined by the director of physical culture, and such exercises are prescribed as will strengthen them in the directions in which strength is needed. All the training and exercises are supervised by the professor in charge, and care is taken to secure health and activity rather than mere strength.

Lectures and entertainments.

A course of lectures by distinguished specialists is maintained at the college, to which students are admitted without charge. During the past two years the following list of lectures has been delivered:

Professor Melvil Dewey, M. A.....	Rational Spelling.
Frederick Harris, M. A.....	The Vagaries of Evidence.
Samuel B. Ward, M. D., Ph. D.....	Photography.
Hon. Andrew S. Draper, LL. D.....	The Alabama Claims.

Charles W. Cole, Ph. D. Compulsory Education.
 Lewis Boss, M. A. Development of the Exact Sciences.
 Marcus T. Hun, M. A. . . . The Historical Sequence and Consequence
 of Judicial Procedure.
 Robert C. Pruyn, M. A. 'The National Banking System.
 Gen. T. J. Morgan, D. D. A Plea for the Papoose.
 Hon. Hamilton Harris, M. A. Self-effort.
 Hon. Charles R. Skinner, M. A. Education for Citizenship.
 Hon. Goodwin Brown, M. A. The Care and Treatment of the
 Insane.
 Professor E. W. Wetmore, A. M. . . . Three years in Constantinople.
 William Wells, LL. D. Mexico and Her People.
 Miss Sarah P. Williams, A. B. Alaska.

Members of the college are also admitted to the public exhibitions of the Albany Camera Club, and thus have the opportunity of broadening their knowledge concerning every part of the world as well as viewing the masterpieces of the world in amateur photography.

In addition to the course of lectures at the college, two courses of lectures and entertainments are provided each year—one by the Young Men's Christian Association at Jermain Hall, and the other by the Young Men's Association at Harmanns Bleecker Hall, one of the largest and most elegantly appointed audience-rooms in the country. For these lecture courses no pains are spared to secure the best talent available, and the large audiences which crowd the halls attest the approval by the public of these means of education.

There are also frequent opportunities to hear concerts given by the most eminent musicians, addresses by the most distinguished speakers, and other entertainments by the best talent in the land.

Literary societies.

There are four flourishing literary societies connected with the college. Weekly sessions are held by them for the purposes of debate and general literary culture, and semi-annual public sessions are held, which are of very great interest and profit.

The Capitol.

The finest building in America is the State Capitol at Albany, where the legislative and other departments of the State government hold their sessions and have their offices. Here students have an opportunity to learn in a most practical way the methods of procedure in parliamentary bodies, and of hearing and seeing the leading statesmen of this State and of the nation. The lead-

ing lawyers of the country are also to be heard daily before the Court of Appeals, which is composed of the most eminent jurists in the State.

STUDENTS FROM THE FOLLOWING INSTITUTIONS HAVE BEEN RECEIVED
UPON DIPLOMAS.

Colleges and universities.

Adelbert College.....	Cleveland, Ohio.
Alfred University.....	Alfred Center, N. Y.
Arcadia College.....	Arcadia, Mo.
Cornell University.....	Ithaca, N. Y.
College of France.....	Besancon.
Colgate University.....	Hamilton, N. Y.
Illinois Wesleyan University.....	Bloomington, Ill.
Iowa College	Ames, Iowa.
Michigan University.....	Ann Arbor, Mich.
Normal College.....	New York city, N. Y.
Smith College.....	Northampton, Mass.
Swarthmore College.....	Swarthmore, Pa.
Vassar College.....	Poughkeepsie, N. Y.
Wellesley College.....	Wellesley, Mass.
Williams College.....	Williamstown, Mass.

Normal schools.

Central Indiana Normal School.....	Ladoga, Ind.
State Normal School.....	Albany, N. Y.
State Normal School.....	Brockport, N. Y.
State Normal School.....	Cortland, N. Y.
State Normal School.....	Geneseo, N. Y.

High schools, academies and union schools.

Adams Collegiate Institute.....	Adams, N. Y.
Adams High School.....	Adams, Mass.
Albany Female Academy.....	Albany, N. Y.
Albany High School.....	Albany, N. Y.
Amsterdam Academy.....	Amsterdam, N. Y.
Amsterdam Union Free School.....	Amsterdam, N. Y.
Bainbridge Union School.....	Bainbridge, N. Y.
Bethel High School.....	Bethel, Conn.
Binghamton High School.....	Binghamton, N. Y.
Bolivar Union School.....	Bolivar, N. Y.
Brooklyn High School.....	Brooklyn, N. Y.
Buffalo High School.....	Buffalo, N. Y.
Cambridge Union School.....	Cambridge, N. Y.

Canandaigua Union School.....	Canandaigua, N. Y.
Canajoharie Union School.....	Canajoharie, N. Y.
Canaseraga Union School.....	Canaseraga, N. Y.
Carthage Union School.....	Carthage, N. Y.
Catskill Free Academy.....	Catskill, N. Y.
Central High School.....	Brooklyn, N. Y.
Cherry Valley Academy.....	Cherry Valley, N. Y.
Chatham Union School.....	Chatham, N. Y.
Clyde High School.....	Clyde, N. Y.
Cook Academy.....	Havana, N. Y.
Cuba Union School.....	Cuba, N. Y.
Delaware Literary Institute.....	Franklin, N. Y.
De Garmo Institute.....	Fishkill, N. Y.
Deposit Union School.....	Deposit, N. Y.
Egberts High School.....	Cohoes, N. Y.
Ellenville Union School.....	Ellenville, N. Y.
Elmira Free Academy	Elmira, N. Y.
Fairfield Seminary	Fairfield, N. Y.
Fairport Union School	Fairport, N. Y.
Fort Edward Collegiate Institute.....	Fort Edward, N. Y.
Franklin Academy and Union School	Prattsburgh, N. Y.
Genesee Wesleyan Seminary	Lima, N. Y.
Geneva Classical and Union School	Geneva, N. Y.
Genesee Valley Seminary	Belfast, N. Y.
Glens Falls Academy	Glens Falls, N. Y.
Gloversville Union School	Gloversville, N. Y.
Greenwich Union School	Greenwich, N. Y.
Granger Place School	Canandaigua, N. Y.
Granville High School	Granville, N. Y.
Haverling Free Academy	Bath, N. Y.
Holland Patent Union School	Holland Patent, N.Y.
Hoosick Falls Union School	Hoosick Falls, N. Y.
Hornell Free Academy	Hornellsville, N. Y.
Horseheads Union School	Horseheads, N. Y.
Houghton Seminary	Clinton, N. Y.
Hudson High School	Hudson, N. Y.
Huntington Union School	Huntington, N. Y.
Hudson River Institute.....	Claverack, N. Y.
Ilion Union School	Ilion, N. Y.
Johnstown High School	Johnstown, N. Y.
Leavenworth Ins. & Wolcott Union School,	Wolcott, N. Y.
Little Falls Union School	Little Falls, N. Y.
Lockport Union School	Lockport, N. Y.
Lyons Union School	Lyons, N. Y.
Maplewood Institute	Pittsfield, Mass.

Marion Collegiate Institute	Marion, N. Y.
Medina Free Academy	Medina, N. Y.
Montgomery Union School	Montgomery, N. Y.
Mynderse Academy	Seneca Falls, N. Y.
Newark Union School and Academy	Newark, N. Y.
New Berlin Union School	New Berlin, N. Y.
Newburgh Free Academy	Newburgh, N. Y.
New Paltz Academy	New Paltz, N. Y.
Niles High School	Niles, Michigan.
Nunda Union School	Nunda, N. Y.
Nyack High School	Nyack, N. Y.
Ogdensburg Academy	Ogdensburg, N. Y.
Oneida Union School	Oneida, N. Y.
Oxford Academy	Oxford, N. Y.
Palmyra Classical Union School	Palmyra, N. Y.
Patchogue Union School	Patchogue, N. Y.
Penn Yan Academy	Penn Yan, N. Y.
Perry Union School	Perry, N. Y.
Phelps Union and Classical School	Phelps, N. Y.
Pike Seminary	Pike, N. Y.
Portchester High School	Portchester, N. Y.
Port Henry Union School	Port Henry, N. Y.
Port Jervis Union School	Port Jervis, N. Y.
Poughkeepsie High School	Poughkeepsie, N. Y.
Ravenna High School	Ravenna, Ohio.
Rensselaerville Academy	Rensselaerville, N. Y.
Rhinebeck Union School	Rhinebeck, N. Y.
Richfield Springs Union School	Richfield Springs, N. Y.
Rochester Free Academy	Rochester, N. Y.
Rochester Female Academy	Rochester, N. Y.
Rome Free Academy	Rome, N. Y.
Rushford Union School	Rushford, N. Y.
Rye Seminary	Rye, N. Y.
St. Johnsville Union School	St. Johnsville, N. Y.
Sacred Heart Academy	Albany, N. Y.
Sandy Hill Union School	Sandy Hill, N. Y.
Saratoga Springs High School	Saratoga Springs, N. Y.
Schenectady Union Classical Institute	Schenectady, N. Y.
Schoharie Union School	Schoharie, N. Y.
Schuylerville Union School	Schuylerville, N. Y.
Seymour Smith Academy	Pine Plains, N. Y.
Skaneateles Union School	Skaneateles, N. Y.
Sodus Academy	Sodus, N. Y.
Spencer Union School	Spencer, N. Y.
S. S. Steward Institute	Florida, N. Y.

Stillwater Union School	Stillwater, N. Y.
St. Bernard's Academy	Cohoes, N. Y.
St. Johnsville Union School	St. Johnsville, N. Y.
St. Agnes School	Albany, N. Y.
St. Joseph's Academy	Albany, N. Y.
St. Joseph's Academy	Troy, N. Y.
St. Patrick's Academy	Troy, N. Y.
Syracuse High School	Syracuse, N. Y.
Temple Grove Seminary	Saratoga Springs, N. Y.
Ticonderoga Union School	Ticonderoga, N. Y.
Troy Female Seminary	Troy, N. Y.
Troy High School	Troy, N. Y.
Troy Conference Seminary	Poultney, Vt.
Ulster Free Academy	Rondout, N. Y.
Union Academy of Belleville	Belleville, N. Y.
Union Springs Union School	Union Springs, N. Y.
Utica Free Academy	Utica, N. Y.
Vergennes High School	Vergennes, Vt.
Wallkill Free Academy	Middletown, N. Y.
Warwick Institute	Warwick, N. Y.
Washington Academy	Salem, N. Y.
Waterford Union School	Waterford, N. Y.
Waterloo Union School	Waterloo, N. Y.
Watkins Academic Union School.....	Watkins, N. Y.
Watertown High School	Watertown, N. Y.
Waterville Union School	Waterville, N. Y.
Waverly High School	Waverly, N. Y.
Weedsport Union School	Weedsport, N. Y.
Wellesley High School	Wellesley, Mass.
West Winfield Union School	West Winfield, N. Y.
Wellsville Union School	Wellsville, N. Y.
Whitestown Seminary	Whitestown, N. Y.
Woodhull Union School	Woodhull, N. Y.
Wyomanock Seminary	New Lebanon, N. Y.
Yates Union School	Chittenango, N. Y.

FINANCIAL STATEMENT.

The following statement exhibits the receipts and expenditures during the year ending July 25, 1893:

Receipts.

1. Amount in hands of executive committee July 26, 1892	\$1,496 73
2. Amount received from the State during the year commencing July 26, 1892, and ending July 25, 1893, from appropriation for maintenance....	25,966 91

3. Amount received for tuition in several departments during said year:

Academic	\$2,125 00
Intermediate	2,015 00
Primary	1,355 60

4. Amount received from all other sources during said year

4 85

Total \$32,958 09

Payments.

6. Amount paid for teachers' salaries in the several departments during the year commencing July 26, 1892, and closing July 25, 1893.....

\$20,250 00

Normal	\$15,350 00
Academic	1,800 00
Intermediate	1,000 00
Primary	2,100 00

7. Amount paid for salaries of janitors..

1,599 84

8. Amount paid for mileage of pupils.....

764 13

9. Amount paid for library, text-books and apparatus

1,829 94

10. Amount paid for repairs and improvements on buildings and improvements on grounds.....

914 62

11. Amount paid for incidentals, and all other expenses not above enumerated

5,573 56

12. Amount in hands of the executive committee July 25, 1893

2,026 00

13. Total

\$32,958 09

STATE OF NEW YORK, }
CITY AND COUNTY OF ALBANY. } ss. :

Samuel B. Ward, being duly sworn, says that he is secretary of the executive committee of the State Normal College at Albany; that the foregoing is the annual report of said executive committee to the Superintendent of Public Instruction and the Regents of the University for the year ending July 25, 1893; that the same is true.

SAMUEL B. WARD.

Subscribed and sworn to before me, this }
nineteenth day of December, 1893. }

A. R. MACDONALD,
Notary Public, Albany Co., N. Y.

BROCKPORT.

TWENTY-SEVENTH ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT BROCKPORT.

HON. JAMES F. CROOKER, *Superintendent of Public Instruction*:

Sir.—The local board of the State Normal and Training School at Brockport hereby respectfully submits its annual report for the year ending July 25, 1893.

BUILDINGS AND GROUNDS.

The expenditures during the past year for repairs and ordinary and permanent improvements upon the buildings and grounds amount to the sum of \$860.18, the details of which are hereinafter specified. This sum represents, mainly, the ordinary and necessary expenditures for repairs only. Buildings and grounds are in good condition. Arrangements have been made for laying out the grounds in a more artistic manner than heretofore, and some efforts are projected for materially beautifying the grounds. No change is required in the valuations heretofore given in the annual reports.

SUMMARY OF RECEIPTS AND EXPENDITURES.

Receipts.

Amount in hands of local board, July 26, 1892.....	\$80 48
Amount received from the State during the year from appropriation for maintenance.....	20,465 99
Amount received from State from special approp- riations	167 88
Amount received for tuition from academic depart- ment	1,912 30
	<hr/>
	\$22,626 65
	<hr/> <hr/>

Payments.

Amount paid for teachers' salaries.....	\$16,200 00
Amount paid for salary of janitor.....	800 00
Amount paid for mileage of pupils	312 59
Amount paid for library, text-books and apparatus..	552 30

Amount paid for repairs and improvements	\$860 18
Amount paid for incidentals, and all other expenses	3,814 80
Amount in hands of local board, July 25, 1893.....	86 78

\$22,626 65

*DETAILED STATEMENT of expenditures for the year, of which
the foregoing is a summary.*

Amount paid for teachers' salaries:

Normal.

C. D. McLean, Principal	\$2,500 00
W. H. Lennon, Professor of Natural Sciences.....	1,600 00
C. D. Seeley, Professor of Ancient Languages.....	1,400 00
C. W. Smith, Professor of Mathematics.....	1,400 00
Miss Mary P. Rhoades, Preceptress.....	1,200 00
Miss C. M. Chriswell, Teacher of Grammar	700 00
Miss J. E. Lowery, Teacher of Mathematics	700 00
Miss M. J. Thompson, Teacher of Methods	700 00
Miss E. S. Richmond, Teacher of Vocal Music and reading	600 00
Miss F. W. Smith, Teacher of Physical Culture and Elocution	600 00
Miss S. M. Efner, Teacher of History and Geography,	500 00
Miss E. L. Randlett, Teacher of Drawing	500 00
	<hr/>
	\$12,400 00
	<hr/>

Academic.

Arthur Tooley, Principal	\$1,000 00
Miss F. C. Willsea, Assistant and Teacher of German,	600 00
	<hr/>
	\$1,600 00
	<hr/>

Intermediate.

Mrs. M. A. Cady, Principal	\$600 00
Miss M. A. White, Critic	500 00
	<hr/>
	\$1,100 00
	<hr/>

Primary.

Mrs. L. C. Williams, Principal	\$600 00
Miss Josephine Twitchell, Critic	500 00

\$1,100 00

Total paid for teachers' salaries \$16,200 00

Amount paid for salary of janitor \$800 00

Amount paid for mileage of pupils:

1893.

Mar. 27. Paid schedule	\$160 12
June 29. Paid schedule	152 47

\$312 59

Amount paid for library, text-books and apparatus:

1. *From annual appropriation.*

1892.

Nov. 11. Paid Ginn & Company, for text-books..	\$12 80
11. Paid American Book Company, for text-books	9 00
11. Paid Leach, Shewell and Sanborn, for atlas	1 00
11. Paid Educational Gazette Company, for rubber stamp	1 00
11. Paid Caie & Montgomery, for book.....	3 00
Dec. 12. Paid American Book Company, for text-books	16 67
12. Paid Ginn & Co., Boston, for text-books ..	24 40
12. Paid Ginn & Co., New York, for text-books	8 64
12. Paid Macmillan & Co., for text-books...	8 10
12. Paid D. Appleton & Co., for text-books ..	6 00
12. Fred. C. Shottin, for book-binding	100 80

1893.

Jan. 18. Paid American Book Company, for text-books	20 00
Feb. 10. Paid Mrs. S. M. Randall, for repairs and apparatus	1 00

1893.

Feb.	10.	Paid H. D. Randall, for repairs and apparatus	\$1 00
Mar.	6.	Paid Eimer & Amend, for chemicals....	15 39
	6.	Paid J. A. Tozier, for chemicals	18 84
	6.	Paid H. N. Johnson, for globe	5 00
	6.	Paid Caie & Montgomery, for book.....	1 00
April	5.	Paid T. H. Dobson, for dictionaries	27 45
	5.	Paid E. E. Bausch & Son, for apparatus..	4 65
May	4.	Paid J. A. Tozier, for chemicals	5 50
	4.	Paid J. E. Patten, for chemicals	23 91
June	8.	Paid American Book Company, for text-books	17 28
	8.	Paid Ginn & Co., Boston, for text-books..	75
	8.	Paid Silver, Burdett & Co., for text-books,	64 50
	29.	Paid National Science Association, for books	22 50
	29.	Paid Ward's Natural Science Establish-ment, for specimens.....	30 25
	29.	Paid Bausch & Son, microscopes.....	33 20
	29.	Paid Rudolph Schmidt & Co., for apparatus	9 80
	29.	Paid Caie & Montgomery, for plates....	1 00
			<hr/>
			\$494 43
			<hr/>

2. *From special appropriation.*

1893.

Feb.	10.	Paid Macmillan & Co., for books.....	\$9 00
April	5.	Paid J. B. Lippincott & Co., for books...	48 87
			<hr/>
			\$57 87
			<hr/>

Amount brought down \$552 30

Amount paid for repairs and improvements:

1. *From annual appropriation.*

1892.

Oct.	15.	Paid L. H. Battalie, repairing pianos....	\$70 00
	15.	Paid J. W. Graves, for labor	7 44
	15.	Paid William Stevens, for labor	6 50
	15.	Paid C. Coats, for labor	2 00
	15.	Paid John I. Learned, for labor	6 00
	15.	Paid J. Binder, for tuning pianos.....	4 00

1892.

Oct.	15. Paid Sibley, Lindsay & Curr, for curtain loops	\$3 75
	15. Paid S. B. Roby, for cloth	1 22
	15. Paid C. D. McLean, for repairing piano..	25 00
Nov.	11. Paid Christian Miller, for labor	1 00
	11. Paid C. Coats, for cartage	1 00
Dec.	12. Paid Brockport Water Works Company, for cast-iron pipe	10 00
	12. Paid T. McWatters, for labor	42 50
	12. Paid Benjamin Maxon, for labor	5 00
	12. Paid George W. Brooks, for labor	4 13
	12. Paid Sibley, Lindsay & Curr, for curtain loops	3 75
	12. Paid B. G. Estes, for labor	3 75
	12. Paid L. T. Underhill, for lumber	26 79

1893.

Jan.	10. Paid C. H. Jenner, for gas fixtures.....	4 75
Mar.	6. Paid H. C. Heuer, for repairing furniture,	1 85
	6. Paid S. H. Holbrook, for carpenter's work,	10 63
May	4. Paid Barr, Reynolds & Co., for radiator..	30 00
	4. Brennan & Adams, for hardware.....	24 44
June	.8. Paid Stoertz Bros., for window poles....	1 50
	8. Paid Greenleaf E. Fish, for labor	1 00
	8. Paid Colby & Ament, for wallpaper.....	6 00
	8. Paid A. S. Lewis, for paper and papering,	10 48
	8. Paid H. C. Heuer, for repairs to furniture,	4 20
	8. Paid C. Miller, for labor	14 10
	29. Paid H. C. Heuer, for repairs to furniture	5 75
	29. Paid Brennan & Adams, for roofing	71 55
	29. Paid L. T. Underhill, for lumber	32 82
	29. Paid B. W. Bowerman, for labor	5 50
	29. Paid A. D. Dailey, for chairs	14 00
	29. Paid S. H. Holbrook, for labor	18 38
	29. Paid A. J. Hartwell, for labor	8 00
	29. Paid C. Miller, for labor	15 00
July	29. Paid M. Minot, for hardware.....	25 49
	29. Paid the Hayden Furniture Company, for chairs	54 00
	29. Paid Morton Minot, for hardware.....	116 48
	29. Paid Christian Miller, for labor.....	11 25
	29. Paid John C. Barnard, for shellac.....	11 95
	29. Paid S. H. Holbrook, for labor.....	7 50

\$730 45

2. *From special appropriation.*

1893.

Feb.	10.	Paid Hamilton & Matthews, for hardware	\$7 77
	10.	Paid Barr, Reynolds & Co., for plumbing goods	3 16
	10.	Paid Holbrook & Meinhardt, for labor...	16 94
April	5.	Paid Barr, Reynolds & Co., for plumbing,	48 10
	5.	Paid Samuel Sloan, for plumbing.....	34 04
			<hr/>
			\$110 01
Amount brought down			730 45
			<hr/>
Total			\$840 46
			<hr/> <hr/>

Amount paid for incidentals and all other expenses not above enumerated:

1. *From annual appropriation.*

1892.

Oct.	15.	Paid H. MacLachlan, for coal.....	\$2,126 50
	15.	Paid W. W. Gillis, for advertising	7 50
	15.	Paid Robacker Disinfectant Company, for chemicals	8 75
	15.	Paid J. H. Kingsbury, for envelopes....	5 80
	15.	Paid L. T. Beach, for printing	72 35
	15.	Paid American Express Company, for express	6 90
	15.	Paid H. C. Hammond, for envelopes and stamps	8 29
Nov.	11.	Paid Western Union Telegraph Company, for telegrams	1 81
	11.	Paid the Teacher Company, for advertising	6 00
	11.	Paid Brockport water-works, for water rent	3 81
	11.	Paid Brockport Gas-Light Company, for gas	9 60
Dec.	12.	Paid John Thayer, for services as watchman	2 00
	12.	Paid Albert Bronson, for services as watchman	2 00
	12.	Paid John Fagan, for services as watchman	2 00
	12.	Paid Henry Herley, for services as watchman	2 00

1892.

Dec.	12. Paid H. G. Brown, for wood	\$25 00
	12. Paid Brockport Gas-Light Company, for gas	64 09
	12. Paid the Teacher Company, for adver- tising	5 00
	12. Paid T. H. Dobson, for stationery.....	64 80
	12. Paid Samuel W. Allen, for freight and cartage	39 75
	12. Paid American Express Company, for express	3 00

1893.

Jan.	10. Paid Narragansett Machine Company, for Indian clubs	15 00
	10. Paid Brockport water-works, for water rent	2 23
	10. Paid Calvin Platt, for cleaning vaults...	20 00
	10. Paid Brockport Gas-Light Company, for gas	115 40
	10. Paid American Express Company, for express	1 55
	10. Paid Janette Reynolds, for services as office clerk	80 00
	10. Paid D. Holmes, for postage and sta- tionery	5 00
Feb.	10. Paid H. C. Hammond, for postage stamps	2 60
	10. Paid E. L. Kellogg & Co., for advertising,	28 74
	10. Paid American Express Company, for expressage	90
	10. Paid Brockport Gas Light Company, for gas	45 04
	10. Paid Janette Reynolds, for office clerk..	20 00
Mar.	6. Paid Western Union Telegraph Company, for telegrams	75
	6. Paid Brockport Gas Light Company, for gas	40 78
	6. Paid American Express Company, for express	2 55
	6. Paid Janette Reynolds, for office clerk..	20 00
April	5. Paid American Express Company, for express	2 00
	8. Paid Calvin Platt, for cleaning vaults..	15 00
	8. Paid Janette Reynolds, for office clerk..	20 00

1893.

May	4. Paid Brockport Gas Light Company, for gas	\$59 42
	4. Paid John Fagan, for watchman.....	2 00
	4. Paid John Thayer, for watchman.....	2 00
	4. Paid Albert Bronson, for watchman....	2 00
	4. Paid I. H. Dobson, for envelopes.....	4 50
	4. Paid Janette Reynolds, for office clerk..	20 00
	4. Paid H. E. Webster, for stamps and envelopes	41 80
June	8. Paid American Express Company, for express	2 21
	8. Paid F. G. Merritt, for sundries.....	4 66
	8. Paid Educational Gazette Company, for advertising	7 00
	8. Paid Janette Reynolds, for office clerk...	20 00
	8. Paid H. McLachlan, for coal	129 10
	29. Paid S. W. Allen, for freight and cartage	17 69
	29. Paid Calvin Platt, for cleaning vaults...	5 00
	29. Paid Davis & Stewart, for brooms	8 37
	29. Paid Brockport Gas Light Company, for gas	43 92
	29. Paid Janette Reynolds, for office clerk..	20 00
	29. Paid Myers & Co., for envelopes.....	4 70
	29. A. C. Goodwin, for diplomas.....	40 00
	29. Paid E. L. Kellogg & Co., for advertising.	28 75
	29. Paid American Express Company, for express	6 15
	29. Paid P. J. Wilson, for printing.....	55 75
	29. Paid H. N. Johnston, for wood.....	3 75
	29. Paid H. McLachlan, for coal	5 00
July	29. Paid Brockport Water Works Company, for water rent	3 00
	29. Paid Calvin Platt, for cleaning vaults....	7 00
	29. Paid H. E. Webster, for postage stamps,	16 00
Sept.	11. Paid I. H. Dobson, for stationery.....	13 45
	11. Paid H. E. Webster, for postage stamps	4 00
	11. Paid Burke, Fitzsimons, Hone & Co., for chenille	18 50
	11. Paid B. C. Ketcham, for insurance.....	100 00
	11. Paid Van Renselaer & Richards, for insurance	50 00
	11. Paid George B. Harmon, for insurance..	50 00

1893.

Sept.	11. Paid L. T. Beach, for printing	\$61 55
	11. Paid C. D. McLean, for expenses to principals' meeting	37 64
		<hr/>
		\$3,808 80

2. *From Academic Funds.*

June	29. Paid A. C. Goodwin for diplomas.....	6 00
		<hr/>
Total	.....	\$3,814 80.

TEACHERS AND SALARIES

The resignation of Miss Fanchon W. Smith, teacher of physical culture and elocution, was presented to the board and accepted at the close of the academic year, and Miss L. May Nash, of Olney, Ill., was elected in her place at the same salary. Miss Sarah M. Efner, teacher of geography and history, resigned her position at the end of the year. No successor has been recommended in her place, the board preferring to distribute her classes among other teachers. The classes in geography were assigned to Miss Chriswell, and those of history to Miss Wilsea, of the academic department. The leave of absence of Miss Bertha H. Coleman, teacher of drawing, has expired, and she has resumed her position in the school. There are no other changes in the faculty.

The board recommended the following increase in salaries: To Miss Lowery, teacher of mathematics, \$100; to Miss Wilsea, of the academic department, and teacher of history in the normal department, \$100; to Miss Coleman, teacher of drawing, \$100. The aggregate salary list is not thereby changed.

All the above changes have been approved by the State Superintendent.

SCHOOL VISITATION.

During the past year the board has adopted a resolution directing the secretary to select, from time to time, two members of the board to visit the school each week during the term. This resolution has thus far been faithfully carried out, to the manifest advantage of all concerned. No notice of such visitation is given to teachers in advance, and the committee see the workings of the school in its ordinary, every day dress. The board are unanimously of the opinion that the class-room exercises are thorough and well conducted.

STATISTICAL.

Whole number of pupils registered in each of the departments respectively during the year:

Normal	364
Academic	129
Intermediate	140
Primary	156
Total	789

Average number of pupils in attendance during the year:

Normal	259
Academic	65
Intermediate	105
Primary	113
Total	542

Average age of pupils in normal department at the time of entering:

Male	18.60
Female	18.24

Number of graduates from normal department during the year:

Male	3
Female	37
Total	40

Whole number of graduates from normal department since the school was established:

Male	134
Female	523
Total	657

GRADUATES.

The following is a list of graduates for the past year, with residence, grade of diploma, and title of commencement essay or oration:

Class 1893. Fifty-first term. February seventh.

NORMAL DEPARTMENT.

CLASSICAL COURSE.

Sarah Elizabeth Carroll, Mottville, "In London with Charles Dickens."

Julia Malitta Hurd, Holley, "Night as Pictured by the Poets."

Sara Eva Shaw, Holley, "For the Home."

Julia Agnes Welch, Brockport, "The Trials of Columbus."

ENGLISH COURSE.

Myrtie Estella Brice, Rochester, "Think for Yourself."

Catherine Agnes Harrison, Brockport, "Prejudice."

Florence Holmes, Bedford Station.

Vida Ellen Holt, North Parma, "A Christian Poet."

Daisy Edith Rowley, Yorkshire, "Little Women."

Alice Louise Sibley, Albion, "Southern California."

Fred Russell Stevens, Rochester, "Whittier's Influence on the American Citizen."

Class 1893. Fifty-second term. June twenty-seventh.

NORMAL DEPARTMENT.

CLASSICAL COURSE.

Fannie Louise Avery, Brockport, "The Resources of the American Girl."

Florence Rosetta Benedict, Greece, "Warner's Ideas on American Society."

L. Dean Cady, Brockport, "Should We Compel School Attendance."

Gertrude Adeline Cooley, Canandaigua, "Personality in Work."

Nora Helena Davis, Hamlin, "An Ideal Traveler."

Jennie Estell Estes, Brockport, "The Thing We Long for, That We Are."

Phidelia Azuba Harmon, Clifton, "The Value of Money."

Maude Louise Iveson, Brockport, "Jean Ingelow's Power."

Frank Soule Kenyon, East Kendall, "Individual Responsibility in Politics."

Helen Elizabeth Kuck, Kuckville, "A Study of Tennyson's Poetry."

Grace Shepard Lennon, Brockport, "Physical Culture in Our Schools."

Clara Dutton Matthews, Newark, "Helen Hunt Jackson as a Reformer."

Frances Amanda Munn, Kendall, "Sir Walter Scott at Home."

Mary Delora Paine, Greece, "Longfellow's Character Shown in His Poems."

Anna Marie Richenaker, Brockport, "The Hypocrite."

ENGLISH COURSE.

Susan Isabella Chappell, Brockport, "The American Woman of To-day."

Lucy Eunice Chase, Gasport, "Are We Extrayagant?"

Minnie Lorana Cooley, Canandaigua, "Character Building."

Ellen Beatrice Flynn, Suspension Bridge, "Women as Scientists."

Mary Jane Higgins, Garbutt, "Concentration of Thought."

Alice Hitchcock, Knowlesville, "The Charm of Nonsense."

Catherine F. B. Hyde, Whitney's Point, "William Black as an Artist."

Sarah Edna Lobdell, Salem Centre, "The Fresh Air Fund."

Grace Osborne Palmer, Clarkson, "A Plea for Indolence."

Carrie Arzavilla Parmelee, Albion, "Pathos and Humor in 'Uncle Tom's Cabin.'"

Evalyn Augusta Read, Brockport, "American Girls Abroad."

Florence Genet Smith, North Salem, "The Pilgrims of Plymouth."

Dora Augusta Standish, Bristol Springs, "Thackeray's Picture of Queen Anne's Time."

Lilian Anna Wells, Geneva, "A Southern Home."

ACADEMIC DEPARTMENT.

CLASSICAL COURSE.

Harry Clayton Fletcher, Murray, "The Desire for Office."

Ethel Hoskins Miner, Brockport, "George Eliot's Women."

John Ward Moore, Brockport, "A Good Time to Live."

Agnes Eliza Pettengill, Holley, "The College Settlement Idea."

COURSE PREPARATORY FOR COLLEGE.

John Henry Curvin, Chili, "Whither Are We Tending?"

ENGLISH COURSE.

Herbert Merrick Groves, Brockport, "General Sherman's Military Career."

HONOR LIST.

Class of 1893.

The following members of the graduating class are entitled to special mention:

Florence Rosetta Benedict, Lucy Eunice Chase, Catherine F. B. Hyde, Grace Shepard Lennon, best in teaching.

Clara Dutton Matthews, Gertrude Adelaide Cooley, L. Dean Cady, Sarah Edna Lobdell, best in scholarship.

Frank Soule Kenyon, Grace Osborne Palmer, Agnes Eliza Pettingill, John Ward Moore, best in literary work.

The scholars above are arranged in the order of merit. Miss Lennon, the fourth in teaching, was first in scholarship. Miss Chase, the second in teaching, was also second in scholarship. To these is accorded the privilege of reading their essays, or delivering their orations, at the annual commencement. These are the honors granted by this school.

STATE OF NEW YORK, {
COUNTY OF MONROE. { ss. :

Daniel Holmes, secretary of the local board, being duly sworn, says that the foregoing report is true, to the best of his knowledge, information and belief.

DANIEL HOLMES.

Sworn to before me this third {
day of November, 1893. {

JOHN D. BURNS,
Notary Public.

B U F F A L O .

TWENTY-SECOND ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE
NORMAL AND TRAINING SCHOOL AT BUFFALO.

HON. JAMES F. CROOKER, *Superintendent of Public Instruction* :

Sir.—In accordance with law, the local board of the Normal and Training School at Buffalo, submits its twenty-second annual report for the year ending July 25, 1893:

LOCAL BOARD OF MANAGERS.

Since the last report Stephen M. Clement, president of the local board of managers, has died of paralysis. Mr. Clement was appointed a member of the board in 1874, and was immediately chosen treasurer. He filled this position with great acceptability until June, 1887. On the death of Dr. Thomas F. Rochester, Mr. Clement was chosen president of the board, and held this position until his death.

At a meeting of the board, held on the first day of October, 1892, the following memorial was adopted, and ordered spread upon the minutes of its proceedings. Its introduction in this report is deemed appropriate.

The board of trustees and the principal of the State Normal School having met to express their profound sorrow in the death of their associate, Stephen M. Clement, president of the board, do make the following record of their appreciation of his character:

In the death of Mr. Clement, both the institution and the community suffer a profound loss. He was, indeed, no common man. He was of strong type; integrity, firmness and fidelity were marked qualities; in him manhood sat supreme. In the character all men accorded him, is found an inspiration, and in his example, a lesson in life which will not fade. Good and true, his name stands for that which mankind emulates; of the utmost purity of character, his life illustrated the walk of the upright man.

We bow with sincere sorrow at his passing from our midst, and regret, with heavy hearts, that he will meet with us here no more forever.

To the institution he gave the full measure of his ability, and in the conscientious regard of duty to be discharged, he contributed the excellence of conservative judgment.

To the bereaved family we extend our sympathy in their great sorrow, and direct that a transcript of this minute from the records be transmitted to them as a mark of our respect for his memory and our condolence with them in their grief.

FACULTY.

No changes have occurred in the faculty during the year. At the opening of the fall term, Miss Helen L. Dunston resumes her place as teacher of grammar and composition, after a leave of absence of one year for purposes of study and recuperation.

The departments of instruction and the salaries of the instructors for the ensuing year are as follows:

James M. Cassety, A. M., Ph. D., Didactics, \$2,500.

Mark M. Maycock, M. P., Drawing and Physical Geography, \$1,600.

Marcus A. G. Meads, B. S., Mathematics, \$1,800.

Irving P. Bishop, Natural Sciences, \$1,800.

William L. Sprague, A. M., Latin and Greek, \$1,600.

Joseph Mischka, Music and German, \$700.

Anna K. Eggleston, Methods and Head Critic, \$1,200.

Mary Wright, Arithmetic and Algebra, \$900.

Isabella Gibson, French and General Assistant, \$900.

Helen L. Dunston, Grammar and Composition, \$900.

May L. Perry, Reading, Elocution and Gymnastics, \$700.

Laura E. Sprague, Rhetoric, English Literature and History, \$900.

SCHOOL OF PRACTICE

The Legislature of 1893 made a special appropriation of \$20,000 for the purpose of changing the quarters of the principal, in order that the rooms in the school building heretofore occupied as a residence by his family might be made available for school purposes.

During the summer these rooms have been altered and fitted up for the use of the school of practice. Owing to these increased accommodations the number of pupils in this school will be increased, so that it will contain the nine grades of the city school system, each grade containing forty pupils.

The city provides and pays the salary of a critic teacher for each grade.

This school, during the next year, will be organized as follows: Superintendent, with charge of ninth grade, Gertrude M. Bacon.

Assistant superintendent, with charge of first grade. Carrie Benson.

Eighth grade, Helen G. Burch.

- Seventh grade, Edith L. Huson.
- Sixth grade, Birdie P. Alberger.
- Fifth grade, Hattie C. Manson.
- Fourth grade, Cora B. Gaskill.
- Third grade, Anna E. Davies.
- Second grade, Maria H. Tanner.

In addition to the salary paid by the city, Miss Bacon receives \$150 and Miss Benson fifty dollars a year from the normal school.

GRADUATES.

The number of graduates during the year from normal courses was fifty, and two from academic courses.

The whole number of graduates from the school since it was established is:

From normal courses	682
From academic courses	56
	<hr/>
Total	738
	<hr/>

The following is a list of the graduates of the past year, with place of residence and grade of diplomas, viz.:

CLASS OF JANUARY, 1893.

Classical course.

- Cassie E. Pratt..... East Aurora.
- Guy W. Shallies Arcade.

English course.

- Harriet M. Corbin..... East Aurora.
- Jane P. Flint..... Buffalo.
- Margaret E. McGurk..... Batavia.
- Mary A. McNulty..... Buffalo.
- Minnie L. Prince..... Buffalo.

CLASS OF JUNE, 1893.

Classical course.

- Claribel Angle Avon.
- Lucy M. Baer Buffalo.
- Laura Backman Buffalo
- Louise H. Baker Buffalo.
- Jeanie A. Bailey..... Buffalo.

Bertha S. Barron	Lockport.
Mary R. Bowen	Buffalo.
Cora E. Briggs	Silver Creek.
A. Louise Faber	Buffalo.
E. Adelia Fairchild	Hammondsport.
Marion I. Ferguson	Buffalo.
Helen C. Fritts	Painted Post.
Cora B. Gaskill	Buffalo.
M. Ione Gillette	Buffalo.
Hulda M. Goehle	Buffalo.
Alice Gertrude Marsh	Buffalo.
Caroline Mischka	Buffalo.
Grace A. Tucker	Alden.
Charlotte M. Vincent	Chatham.
H. Edson Webster	Buffalo.

Scientific course.

Oscar Smith Cramer	Tonawanda.
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English course.

Josephine Bostwick	Buffalo.
Harriet L. Butler	Clarence.
Jessie Louise Dean	Buffalo.
Rosa L. Denny	Marilla.
Albert Dorer	Buffalo.
Jennie A. Federspiel	Lockport.
Caroline A. Housel.....	Naples.
Milford Klies.....	Blasdell.
Cora E. Martin	Buffalo.
Elizabeth McPartland.....	Wheatville.
Ida R. Odell.....	Blasdell.
Charlotte A. Rohr.....	Buffalo.
Ida I. Rodger.....	Syracuse.
Allie D. Sherman.....	North Collins.
May Sherman.....	North Collins.
A. A. Shearston.....	Lockport.
Harriet M. Squier.....	Albion.
Viola A. Short.....	Buffalo.
Mary E. Timlin.....	Buffalo.
Willard G. Welker.....	Attica.
Ethel G. Weeks.....	Buffalo.
Mary E. Woodall.....	Buffalo.
Louise E. Woerner.....	Buffalo.

*DETAILED STATEMENT of the receipts and expenditures of the
Buffalo Normal and Training School for the year ending July 25,
1893.*

RECEIPTS.

Balance on hand, at last report.....	\$28 98
Received from the State, on account of annual appropriations	19,009 92
Received from special appropriation	3,044 08
Received from academic tuition	404 00
Received from all other sources	10
Total	<u>\$22,487 08</u>

EXPENDITURES.

On account of salaries:

James M. Cassety	\$2,500 00
M. M. Maycock	1,600 00
M. A. G. Meads	1,800 00
Irving P. Bishop	1,800 00
William S. Sprague	1,600 00
Joseph Mischka	700 00
Anna K. Eggleston	1,200 00
Mary Wright	900 00
Isabella Gibson	900 00
May Louise Perry	600 00
Laura E. Sprague	900 00
Helen G. Burch	600 00
Gertrude M. Bacon	150 00
Total	<u>\$15,250 00</u>

On account of janitors' wages:

E. C. Chatfield, eleven months.....	\$641 63
James Milne, one month	58 37
Total	<u>\$700 00</u>

On account of repairs and improvements:

J. W. Atwood, carpenter work and material.....	\$128 56
Irr & Son, plumbing and steamfitting.....	152 20
Florian Feyl, painting and glazing	32 66
Hurley & Stygall, repairing roof.....	22 80
Total	<u>\$336 22</u>

On account of reference books:

Estes & Lauriat, sundry books	\$42 00
D. Appleton & Co., sundry books	20 00
J. N. McKinzie, collector, sundry books	7 50
Total	<u>\$69 50</u>

On account of text-books:

Otto Ulbrich, sundry books	\$86 43
Ginn & Co., sundry books	66 85
American Book Company, sundry books	60 00
H. H. Otis, sundry books	79 76
D. C. Heath & Co., sundry books	7 54
Total	<u>\$300 58</u>

On account of fuel:

S. K. Worthington, coal	\$638 74
Laycock Lumber Company, wood	16 00
D. J. Stickney, soft coal	6 25
Buffalo Natural Gas Fuel Company, gas fuel.....	538 00
Total	<u>\$1,198 99</u>

On account of supplies and miscellaneous:

James D. Warren's Sons, advertising	\$13 00
The Courier Company, advertising, printing and paper	60 45
Denton, Cottier & Daniels, tuning pianos and supplies	16 50
Ginn & Co., song books and musical supplies	124 00
E. L. Kellogg & Co., advertising	57 49
James M. Cassety, sundry expenses	133 70
Buffalo Gas-Light Company, gas	108 10
The Times Company, advertising	4 50
Geo. C. Matthews, advertising	6 00
The Enquirer, advertising	4 50
Baker, Jones & Co., printing and paper	57 70
George Ferguson, removing ashes and cleaning walks	55 00
Joseph Mischka, expenses for commencement	7 00
Peter Paul & Brother, supplies and periodicals.....	72 50
H. H. Otis, supplies	6 00
Barnes, Hengerer & Co., oil-cloth	3 60

Edward P. Cassety, clerical services	\$245 00
J. N. Adam & Co., supplies and ribbons for diplomas,	12 91
Barnes & Barnes, closet supplies	7 50
Wm. F. Burrows, putting on and taking off storm windows	14 81
The Teacher Company, advertising	10 00
J. W. Atwood, benches	5 25
The Papyrograph Company, supplies	6 00
Fred C. Schottin, binding books and periodicals....	64 85
Albert C. Goodwin, diplomas	52 00
Silver, Burdette & Co., musical supplies	12 09
Randolph McNutt, pointers	4 00
David F. Day, expenses to Albany	16 30
The Barnes Company, brooms	3 75
H. H. Churchill, closet supplies	5 00
Irving P. Bishop, photographic supplies	5 57
The park commissioners, trees, Arbor Day	4 50
Educational Gazette Company, advertising	7 00
D. Provost, Sons & Co., awning	7 50
Meech Brothers, rent of academy for commencement,	75 00

Total	<u>\$1,289 07</u>
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On account of mileage of pupils:

James M. Cassety, return fare	<u>\$284 36</u>
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Paid from special appropriation of 1893:

Irr & Son, steamfitting	\$709 51
J. W. Atwood, carpenter work and material.....	2,036 57
Barnard A. Bradley, excavating cellar	273 00
James M. Cassety, book case for office	25 00

Total	<u>\$3,044 08</u>
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RECAPITULATION.

Total receipts from all sources	<u>\$22,487 08</u>
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SUMMARY OF EXPENDITURES.

On account of teachers' salaries	\$15,250 00
On account of janitor's wages	700 00
On account of repairs and improvements	336 22
On account of reference books	69 50
On account of text-books	300 58

On account of fuel	\$1,198 99
On account of supplies and miscellaneous	1,289 07
On account of mileage of pupils	284 36
On account of special appropriation of 1893.....	3,044 08
Balance in hands of local board July 25, 1893.....	14 28
<hr/>	
Total	\$22,487 08
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ESTIMATED EXPENDITURES FOR SALARIES AND MAINTENANCE FOR THE
YEAR ENDING JULY 25, 1895.

For salaries of teachers.....	\$15,600 00
For wages of janitor	800 00
For fuel	1,400 00
For text-books and reference library	500 00
For ordinary repairs	500 00
For supplies and miscellaneous expenses.....	1,200 00
<hr/>	
Total	\$20,000 00
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STATE OF NEW YORK, { ss.:
ERIE COUNTY.

The president and secretary of the State Normal and Training School at Buffalo, being duly sworn, say, and each for himself says, that the foregoing detailed statement of the receipts and expenditures of the said board has been approved by the auditing committee of said board, and that he believes such statement to be correct.

DAVID F. DAY,
President.

PASCAL P. PRATT,
Secretary.

Subscribed and sworn to before me, this {
18th day of November, 1893. }

R. H. DANFORTH,
Notary Public.

All of which is respectfully submitted.

PASCAL P. PRATT,
Secretary.

C O R T L A N D .

TWENTY-FIFTH ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE
NORMAL AND TRAINING SCHOOL AT CORTLAND.

Hon. JAMES F. CROOKER, *State Superintendent of Public Instruction*:

Sir.—Pursuant to the statutes of the State of New York, the local board of the State Normal and Training School at Cortland, N. Y., through you, and subject to your approval, hereby respectfully transmits to the Legislature of said State its twenty-fifth annual report, showing the condition of said school under its charge for the year ending July 25, 1893:

LOCAL BOARD.

Hon. William H. Clark, Cortland, N. Y., chairman.
Hon. Lawrence J. Fitzgerald, Cortland, N. Y., treasurer.
John W. Suggett, Cortland, N. Y., secretary.
James S. Squires, Cortland, N. Y.
Hugh Duffey, Cortland, N. Y.
Hon. Orris U. Kellogg, Cortland, N. Y.
Hon. Israel T. Deyo, Binghamton, N. Y.
Salem Hyde, Syracuse, N. Y.

FACULTY.

The faculty for the ensuing year, beginning September, 1893, is as follows:

Francis J. Cheney, A. M., Ph. D., Principal, Psychology and Philosophy of Education.
Darwin L. Bardwell, A. B., M. A., Natural Sciences.
J. Edward Banta, A. B., M. A., Latin and Greek.
William A. Cornish, A. B., Mathematics.
Martha Roe, Methods and Superintendent of Schools of Practice.
Mary F. Hendrick, Rhetoric, Elocution and Literature.
Clara E. Booth, French, German and Physical Geography.
Clara J. Robinson, Physical Culture and Critic Work.
Mary E. Trow, A. B., History and Civics.
Helen M. Goodhue, Drawing.
Carrie M. Curry, A. B., English and Science.
Minnie M. Alger, Music.
Grace K. Duffey, Principal, Intermediate Department.

Maria W. Bishop, Critic, Intermediate Department.

Mary L. Eastman, Principal, Primary Department.

Sara A. Saunders, Critic, Primary Department.

GRADUATES OF 1893.

Classical course.

Emma Janette Bryant, Cortland, Cortland county, N. Y.

Adell Ornealia Clark, Cortland, Cortland county, N. Y.

Rose Anita Hubbard, Berkshire, Tioga county, N. Y.

Harriet Churchill Hawley, Broadalbin, Fulton county, N. Y.

Amy Elinore LaBarre, Cortland, Cortland county, N. Y.

Mary Aloysia Loughren, Poughkeepsie, Dutchess county, N. Y.

Edna Harriet Noyes, Copenhagen, Lewis county, N. Y.

Emma Maud Squires, Cortland, Cortland county, N. Y.

Florence Edwina Trowbridge, Camillus, Onondaga county, N. Y.

Lucy Virginia Wade, Moravia, Cayuga county, N. Y.

Mary Helene White, Cortland, Cortland county, N. Y.

John Williams Corey, Ellsworth, Cayuga county, N. Y.

Harry Finch Howes, Cortland, Cortland county, N. Y.

Edgar Ray Holmes, Holmesville, Chenango county, N. Y.

John Robinson Vunk, Cortland, Cortland county, N. Y.

Scientific course.

Lena Ruby Conable, Cortland, Cortland county, N. Y.

James Henry Kales, Sanitaria Springs, Broome county, N. Y.

Robert Dwight Knapp, Etna, Tompkins county, N. Y.

Floyd Bentley Miner, Taylor Centre, Cortland county, N. Y.

English course.

Alice May Hinman, Cortland, Cortland county, N. Y.

Minnie Ann Jenman, Cortland, Cortland county, N. Y.

Margaret Agnes McEvoy, Cortland, Cortland county, N. Y.

Cora Ogden, Elmira, Chemung county, N. Y.

Jennie May White, Cortland, Cortland county, N. Y.

Carlos John Coleman, West Eaton, Madison county, N. Y.

Allen Bateman Freeman, Blodgett Mills, Cortland county, N. Y.

Charles Eri Osborne, Cortland, Cortland county, N. Y.

Leroy Emory Simons, Camden, Oneida county, N. Y.

ACADEMIC GRADUATES.

Classical course.

Chester Davis Moses, Cortland, Cortland county, N. Y.

William Truman Yale, Cortland, Cortland county, N. Y.

Lewis Fralick, Cortland, Cortland county, N. Y.

English Course.

Le Roy Worden Graham, Cortland, Cortland county, N. Y.

Schedule of Questions and Answers Thereto Relating to the
Normal and Training School at Cortland, for the Year Com-
mencing July 26, 1892, and Ending July 25, 1893.

FINANCIAL.

Receipts.

1. Amount in the hands of local board July 26, 1892,	\$1,087 45
2. Amount received from the State during the year commencing July 26, 1892, and ending July 25, 1893, from appropriations for maintenance....	22,003 27
3. Amount received from State from special appro- priations, for the same time	80,856 05
4. Amount received from all other sources during said year	464 41
5. Total	<u>\$104,411 18</u>

Payments.

6. Amount paid for teachers' salaries in the several departments during the year commencing July 26, 1892, and closing July 25, 1893	\$15,750 00
Normal	\$12,950 00
Academic .....	..
Intermediate	1,400 00
Primary	1,400 00
7. Amount paid for salary of janitor.....	1,166 92
8. Amount paid for mileage of pupils	414 65
9. Amount paid for library, text-books and apparatus	839 44
10. Amount paid for repairs and improvements, on furniture and apparatus, on buildings, and improvements on grounds	80,856 05
11. Amount paid for incidentals, and all other expenses not above enumerated	3,850 26
12. Amount in hands of local board, July 25, 1893..	1,533 86
Total	<u>\$104,411 18</u>

Statistical.

1. Value of lot and buildings	\$197,088 27
2. Value of furniture	24,610 00
3. Value of library and apparatus belonging to the schools	10,200 00
4. Total	<u>\$231,898 27</u>

Whole number of pupils registered in each of the departments, respectively, during the year commencing July 26, 1892, and ending July 25, 1893:

Normal	385
Academic	33
Intermediate	215
Primary	225
<hr/>	
Total	858
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5. Average number of pupils in attendance for each of the departments, respectively, during said year:

Normal	314
Academic	24
Intermediate	180
Primary	173
<hr/>	
Total	691
<hr/>	

6. Average age of pupils in normal department at the time of entering:

Male	19.9
Female	19.4
<hr/>	

7. Number of graduates from the normal department during said year:

Male	11
Female	17
<hr/>	
Total	28
<hr/>	

8. Whole number of graduates from normal department since the school was established:

Male	198
Female	831
<hr/>	
Total	1,029
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The amount given in answer to questions 1, 2 and 3 differs from that reported last year, because a large addition or annex to the old building has been erected, and also large additions have been made to the furniture and to the library during the year.

ATTENDANCE.

The whole number of pupils enrolled in the various departments was as follows:

Normal departments	385
Academic	33
Intermediate	215
Primary	225
<hr/>	
Total	858
<hr/>	

GRADUATES.

There have been graduated from the normal department since the school began:

Males	198
Females	831
<hr/>	
Total	1,029
<hr/>	

During the present year the number is:

Males	11
Females	17
<hr/>	
Total	28
<hr/>	

The number graduated from the academic department during the year is:

Males	4
Females .....	.....
<hr/>	
Total	4
<hr/>	

BUILDINGS AND GROUNDS.

The old building has been repaired and refurnished. The new building was completed during the year. The grounds have been regraded.

DETAILED STATEMENT of receipts and expenditures by the State Normal and Training School, Cortland, N. Y., during the year commencing July 26, 1892, and ending July 25, 1893.

RECEIPTS.

Balance on hand, July 26, 1892.....	\$1,087 45
Received from the State	22,003 27
Received, special appropriations	80,856 05
Received from all other sources	464 41
<hr/>	
Total	\$104,411 18
<hr/> <hr/>	

PAYMENTS.

Amount paid for teachers' salaries	\$15,750 00
Amount paid for salary of janitor	1,166 92
Amount paid for mileage of pupils	414 65
Amount paid for library, text-books and apparatus,	839 44
Amount paid for repairs and improvements	80,856 05
Amount paid for incidentals	3,850 26
Amount in hands of local board, July 25, 1893.....	1,533 86
<hr/>	
Total	\$104,411 18
<hr/> <hr/>	

DETAILED STATEMENT OF EXPENDITURES.

Teachers' salaries.

Francis J. Cheney	\$2,800 00
Darwin L. Bardwell	1,600 00
Welland Hendrick	1,600 00
J. Edward Banta	1,400 00
Martha Roe	900 00
Mary F. Hendrick	750 00
Clara E. Booth	700 00
Carrie D. Halbert	500 00
Mary L. Webster	600 00
Margaret H. Hooker	700 00
Clara J. Robinson	700 00
Mary E. Trow	700 00
Thomas J. McEvoy	700 00
Maria W. Bishop	700 00
Mary L. Eastman	700 00
Sarah A. Saunders	700 00
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Total	\$15,750 00
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Janitors' salaries.

Sidney N. Goodwin (four months)	\$291 67
Fred E. Seeber (six months)	690 00
James Dowd, assistant	79 50
Janus R. Brown, assistant	13 50
William Cotnach, assistant	54 75
Geweys Watson, assistant	37 50

Total	\$1,166 92
Mileage paid students	414 65

Library, text-books and apparatus.

Appleton, D., & Co., books	\$73 31
American Academy, Social Science Magazine.....	5 00
Bardeen, C. W., apparatus	1 20
Benedict, Martin S., books	4 00
Brown & Maybury, chemicals	160 87
Boynton, Fitz & Co., chemicals	65 75
Cook, E. N., & Co., chemicals	33 88
Cortland Standard, stationery	75 83
Griggs, S. C., & Co., books	16 00
Ginn & Co., books	56 08
Graham, Fred. I., chemicals	23 32
Haight, James M., apparatus	10 50
Holt, Henry & Co., books	45 55
Olcott, J. M., stationery	6 50
Orpha, J. H., American Journal	5 00
Parsons, Samuel, directory	2 50
Readers' Union Publishing Company, magazines, etc.,	85 50
Rand, McNally & Co., atlas	24 00
Reid, John O., apparatus	1 19
Smith and White Manufacturing Company, desk pads	9 63
Smith, Hobart J., supplies	20 00
Wallace, D. F., & Co., stationery, etc	112 83

Total	\$839 44
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Repairs and improvements.

From special appropriation of \$16,000 (chapter 301, Laws of 1891), for repairing old building:

Alexander, E. P., house rent for janitor	\$48 00
Brosahan, John J., labor	31 50
Clark, Wm. H., telegraphing, etc	1 60

Cortland Standard, advertising	\$11 40
Crosier, Thomas, labor	6 75
Drum, Chas. R., labor	8 78
Dillon, John, labor	11 18
Freer, Robt. R., labor	7 20
Fuller & Wheeler, architects	92 99
Hollister, H. D., labor	6 60
Hotchkiss, Mary, labor	11 25
Jeffers, Francis M., labor	2 70
Keeler, J. D. & Co., labor and material	260 84
Meaker, Jared M., labor	6 45
Osborne, Chas. E., labor	10 50
Price, E. E., labor	12 00
Sullivan, John H., contractor	15,300 00
Simons, L. Emery, labor	12 75
Wood, W. H., labor	7 05
Williams, Webster D., labor	2 40
Wiseman, John W., labor	3 50

Total	\$15,855 44
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From special appropriation of \$55,800 (chapter 301, Laws of 1891), for addition to building, etc.:

Fuller & Wheeler, architects	\$380 12
Keeler, J. D. & Co., contractors	18,826 97
Shirley, H. F., labor	2 16
Yates, C. O., sanitary closets	775 50

Total	\$19,984 75
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From special appropriation of \$26,000 (chapter 431, section 1, Laws 1892), for boilers, etc.:

Bates, Edward P., heating and ventilating apparatus.	\$22,858 25
Bardwell, D. L., paid for labor	14 15
Keeler, J. D. & Co., labor, etc.	10 50
Maxson & Starin, cement sidewalks	578 29
Smith, F. D., & Co., oil stoves	84 50
Standard Oil Company, oil	16 02
Seacord & Dodgson, covering pipes	708 65
Fuller & Wheeler, architects	1,729 64

Total	\$26,000 00
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From special appropriation of \$18,110 (chapter 431, section 2, Laws 1892) for furnishing:

Andrews Manufacturing Company, furniture	\$858 00
Andrews, Demarest Seat Company, seats	1,727 20
Albany Wrapping-paper Co., paper	36 00
Bardeen, C. W., supplies	9 40
Brown, A. E., supplies	93 10
Baumgras Decorating Company, waxing floors.....	196 70
Brown, A. E., chalk-troughs	15 05
Brown, A. E., blackboards, crayon-racks	693 50
Beard & Peck, furniture	550 35
Benton, H. F., lumber	24 80
Cheney, F. J., paid freight, etc.....	33 99
Clark, William H., paid freight, etc.....	2 01
Cortland Standard, advertising	3 96
Cleaves, S. C., drawing tables	525 00
Chester, Alden, assignee of W. H. Choate, black-boards	1,375 00
Cortland Wagon Company, furniture polish	75
Davis, D. C., labor	3 82
Derby, Kilmer Desk Company, desks	479 26
Davy, James R., carting	1 75
Duffey, Hugh, expenses	19 91
Dunn, J. P., plumbing, etc.....	666 00
Dutcher, Wm. G., numbering seats	3 00
Eastman, W. R., planning library.....	10 48
Edgecomb & Marritt, boxes	1 20
Fuller & Wheeler, architects	37 56
Glann & Clark, boxes	3 30
Galpin, George, painting	15 00
Heywood Brothers & Co., chairs	2 25
Keeler, J. D., & Co., bookcases, etc.....	1,095 65
Library bureau, library supplies	168 35
Maynard, J. A., labor	12 00
Maycumber, G. J., typewriter, etc.....	115 00
Maker, G. J., & Co., carpets.....	275 79
Narragansett Machine Company, gymnasium	1,025 00
Otto, Robert, chairs	181 67
Parmiter, S. J., electrical supplies	385 00
Smith, F. D., gas fixtures	1,086 79
Robinson, Clara J., traveling expenses	45 07
Sullivan, John H., laboratory cases	1,959 00
Terbush, M. E., labor	3 52
Thurwachter & Son, waste baskets	52 28
U. S. Furniture Company, desks and seats.....	3,495 18

Watkins Bros., carpets, mats, etc	\$425 17
Wallace, D. F. & Co., window shades.....	240 00
Warren, Tanner & Co., curtains	156 19
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Total	\$18,110 00
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Special appropriation (Supply Bill) of \$905.86.

Nichols, John A., balance due Pierce, Butler & Pierce	\$905 86
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Incidental and other expenses.

Alexander, E. P., house rent, janitor.....	\$24 00
Bosworth, F. L., insurance	7 50
Buck & Lane, hardware	21 57
Brown, Augusta, typewriting	1 70
Conrad & Son, labor	1 00
Clark & Nourse, repairing clock	1 50
Clark, Emma A., traveling expenses	17 62
Clark, Wm. H., postage, etc.....	10 62
Cortland water-works, water	232 80
Cortland Water-works, meter	16 50
Cortland Standard, printing	198 77
Davis, L. & Son, insurance	15 00
Freer, Robert, labor	6 60
Galpin, George, painting	4 60
Gooding, Sidney N., moving desks	23 25
Goodwin, A. C., diplomas	33 00
Holden & Sager, coal	742 59
Howard & Co., labor	43 78
Harrington, Howard J., copying	19 50
Homer & Cortland Gas-Light Company, gas.....	127 26
Jones, B. B., printing	5 55
Kirby, Helen E., typewriting	12 94
King, Hovey, piano-tuning	5 00
Kinney, Jennie A., typewriting	1 44
Keeler, J. D., & Co., labor.....	1 75
Lewis, Lynn R., hardware, plumbing, etc.....	55 13
Moore, E. J., labor	184 91
Mahan, Alexander, carting piano	16 00
Maxson & Starin, coal	1,054 21
Mangang, F. A., piano-tuning	5 00
Martin & Call, coal	249 75
Maycumber, G. J., insurance	265 00
Nixon, James A., insurance	265 00

Powers, James H., labor	\$5 00
Parmiter, S. J., repairing locks	3 10
Royce, Anna M., traveling expenses	6 66
Radcliffe, Emily H., traveling expenses	3 60
Shirley, H. F., papering	9 49
Smith, Benjamin, brooms	6 17
Simons, L. Emory, labor	1 60
Stevenson, Theodore, insurance	15 00
Tanner & Starr, insurance	15 00
Telephone Exchange, old account	18 00
Wescott, M. DeVer, photographs	45 00
Welch, Thomas, labor	43 20
Webb, Benjamin L., insurance	7 50
Total	<u>\$3,850 26</u>

STATE OF NEW YORK, { ss. :
CORTLAND COUNTY.

William H. Clark and John W. Suggett, being duly sworn, depose and say, and each for himself says, that he, said Clark, is chairman, and he, said Suggett, is secretary of the local board of the State Normal and Training School at Cortland, N. Y., and that the foregoing detailed statement of the receipts and expenditures of said board on account of said normal school, for the year ending July 25, 1893, is true and correct to the best of his knowledge and belief.

WM. H. CLARK,
JOHN W. SUGGETT.

Subscribed and sworn to before me, }
this 9th day of October, 1893. }

JAS. M. REYNOLDS,
Notary Public.

All of which is respectfully submitted.

JOHN W. SUGGETT,
Secretary.

F R E D O N I A .

ANNUAL REPORT OF THE STATE NORMAL AND TRAINING SCHOOL AT
FREDONIA, N. Y.

HON. JAMES F. CROOKER, *Superintendent of Public Instruction*:

Sir.—In accordance with the requirements of law, the local board of the State Normal and Training School, at Fredonia, respectfully submit the following report for the year ending July 25, 1893:

LOCAL BOARD.

There have been no changes in the local board during the year, and it remains as follows: Hon. L. Morris, president, Hon. L. McKinstry, secretary, P. H. Stevens, F. C. Chatsey, M. M. Fenner, Charles L. Mark, Frederick R. Green.

FACULTY.

Miss Carrie Livermore resigned as assistant teacher of German and mathematics at the close of the year, and Miss Edith N. Curtis, was chosen as teacher of German, and the faculty is now constituted as follows:

Francis B. Palmer, A. M., Ph. D., Principal, Philosophy and History of Education.

M. T. Dana, Ph. B., Vice-Principal, Mathematics.

Andrew Y. Freeman, Superintendent of Practice and Principal of Intermediate Department.

Theodore C. Burgess, A. B., A. M., Ancient Languages.

Franklin N. Jewett, A. B., A. M., Natural Sciences.

Miss Elizabeth Richardson, Preceptress, Methods and Essays.

Miss Anna McLaury, B. S., Rhetoric and English Language, and Literature.

Miss Julia Shepard, Drawing.

Mrs. Georgine Dewey-Clothier, Vocal Music.

Miss Edith N. Curtis, German.

Miss Nellie F. Palmer, Principal of Primary Department.

Miss Florelle Hovey, Elocution and Reading.

Miss Jessie Hillman, Piano.

Miss Jennie Chapman, Kindergarten.

Miss Minnie Archibald, Critic in Intermediate Department.

Miss Ruth English, Critic in Primary Department.

Mrs. Angie Bunnell, Painting.

SPECIAL APPROPRIATION.

The special appropriation made by the last Legislature was a very timely help in relieving the school from embarrassment and providing increased accommodations. It has been used in part to pay the indebtedness that had accrued in consequence of the insufficiency of the previous appropriation to complete repairs, make changes required by the building of the new chapel, and school-rooms, and purchase furniture necessary to fit the rooms for use, to make further changes in the rooms of the old part, as contemplated, to repair and tint the walls of the old part, to paint wood-work and grade grounds, and to purchase apparatus for the gymnasium and laboratory. The gymnasium is now well supplied and there is money still remaining to furnish the manual training room, and further supplies for the laboratory.

When the work under contemplation is completed there will be convenient and well-furnished rooms for manual training, for physical exercise, and for students' laboratory practice, in addition to previously existing conveniences of the school.

A reference library is greatly needed, and there was much regret when it was known that the item for this was stricken from the last appropriation. In order to make the best use of the additional facilities of the school and maintain the large building in good repair, there is also needed a larger appropriation for maintenance.

GRADUATES.

The following is a list of the graduates from the normal department for the year:

Classical.

Ida Herrietta Brunck, Fredonia, N. Y.
Willard Lemuel Babcock, Youngsville, Pa.
Edith Norton Curtis, Fredonia, N. Y.
Edgar Warren Curtis, Cherry Creek, N. Y.
Katherine Evelyn Clothier, Fredonia, N. Y.
Arthur Hamilton Chamberlain, Websters Corners, N. Y.
Harriet Taylor Draper, Haddam, Kan.
Frederick Harvey Gressman, Water Valley, N. Y.
Frank England Knight, Sinclairville, N. Y.
Frank Manley Markham, Elkdale, N. Y.
Ellis William Storms, Eden, N. Y.
A. Amy Sturges, Columbus, N. Y.

Scientific.

John Niles Gillies, Ellicottsville, N. Y.
Grace McKinstry, Fredonia, N. Y.

English.

Dora Rhoda Barker, Fredonia, N. Y.
 Francis Ellen Beckwith, Fredonia, N. Y.
 Fannie Rebecca Blackman, North Pitcher, N. Y.
 DeForest H. Findley, Findley's Lake, N. Y.
 Sara Elva Hammond, Fredonia, N. Y.
 Carrie May Perkins, Dunkirk, N. Y.
 Laura May Sawin, Ripley, N. Y.
 Viola M. Shedd, Batavia, N. Y.
 Minnie Edith Tarbox, Fredonia, N. Y.

FINANCIAL REPORT.

RECEIPTS.

Amount in the hands of local board July 26, 1892...	\$36 25
Received from appropriation for maintenance.....	19,500 00
Received from special appropriation	4,281 73
Received from tuition	692 50
Received from rent of dormitory	400 00
Received from appropriation, Indian students	140 00
Total	<u>\$25,050 48</u>

EXPENDITURES.

Salaries.

F. B. Palmer, principal	\$2,800 00
M. T. Dana, vice-principal	1,800 00
A. G. Fruman	1,400 00
T. C. Burgess	1,500 00
F. N. Jewett	1,500 00
Miss E. Richardson	1,200 00
Miss Anna McLaury	800 00
Miss Carrie Livermore	500 00
Miss Julia J. Shepard (half-time) ...	300 00
Mrs. Georgine Clothier	400 00
Miss Nellie F. Palmer	700 00
Miss F. Florelle Hovey	600 00
Miss Minnie Archibald	600 00
Miss Ruth English	500 00
P. J. Morris, janitor	800 00
W. Van Leuven, assistant janitor	210 00
Total	<u>\$15,610 00</u>

Audit of October, 1892.

F. H. Edmunds, chemicals	\$24 68
National Gas-Light Company, gas and plumbing....	728 63
F. W. Scott, hardware	27 53
F. B. Palmer, disbursements	65 34
The Teacher Company, advertising	10 00
Educational Gazette, advertising	5 00
O. K. Dean, wood	4 50
St. Ry. Pub. Co., making plates	20 00
E. L. Kellogg, advertising	28 74
Dunkirk Printing Company, printing	6 00
A. C. Goodwin, diplomas	59 00
A. C. Goodwin, diplomas	18 00
Cyclostyle Company, paper	2 80
R. Schuster, frames, etc	25 65
P. H. Stevens, wood, etc	68 10
Students' mileage	226 59
Ginn & Co., books	13 65
F. E. Cooke, coal	1,432 45
W. McKinstry & Son, printing	155 60
Village of Fredonia, water bills	105 00
Smith Brown, ladder	4 00
C. F. White & Co., printing	94 57
Case & Zahm, hardware	7 97
Postmaster, stamped envelopes	22 00
G. W. Wiley & Co., sash weights	1 26
Chatsey & Clothier, wall paper	119 44
Chatsey & Clothier, books	287 96
G. W. Blood, repairing	21 53
Geo. H. White, labor	15 00
P. J. Morris, paid for labor	99 12
Village of Fredonia, water bills	60 00
W. Van Leuven, labor	2 32
O. K. Dean, coal and cartage	6 43
G. A. Manton tuning piano	4 00
Total	<u>\$3,772 86</u>

Audit November 3, 1892.

F. E. Cooke, coal	\$365 49
Natural Gas Light Company, gas	40 70
G. W. Wiley, castings	190 98
Total	<u>\$597 17</u>

Audit February 16, 1893.

Ulysses T. Kennedy, Indian student	\$50 00
Albert Bishop, Indian student	40 00
Emily G. Chew, Indian student	50 00
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Total	\$140 00
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Audit March 2, 1893.

Ginn & Co., books	\$20 30
C. Hennecke Co., casts	7 50
F. N. Jewett, paid gas	5 45
Students' mileage	214 68
Milton, Bradley Co., k'g material	11 76
F. B. Palmer, disbursements	55 29
Georgine D. Clothier, music.....	3 20
The Teacher Company, advertising	10 00
C. W. Bardeen, advertising	13 75
E. Steiger & Co., k'g material	2 52
Slye & Coddington, lumber	30 92
C. F. White & Co., printing	17 50
W. McKinstry & Son, printing	24 50
W. S. Heyward & Son, labor	8 50
Smith Brown, flag staff	2 00
W. B. Archibald, moving pianos	10 00
H. T. Wilbur, insurance	31 93
National Gas Light Company, November, gas bill ..	59 40
National Gas Light Company, December, gas bill ...	55 50
National Gas Light Company, January, gas bill	49 35
National Gas Light Company, February, gas bill ...	47 70
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Total	\$681 75
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Audit June 26, 1893.

Dean & Spring, Manufacturing Company, balance contract	\$875 00
Dean & Spring, Manufacturing Company, bill of extras	996 10
E. A. Curtis, balance fees (architect)	72 87
T. H. Edmonds, materials	20 85
National Gas Light Company, plumbing	138 57
National Gas Light Company, plumbing	234 64
Cleveland School Furnishing Company, desks	321 70
Chatsey & Clothier, labor, supplies, etc.....	121 52
A. H. Barmore, painter	6 00
Slye & Coddington, builders	155 21

R. Edmonds, builder	\$1 56
P. H. Stevens, matting and bunting	93 63
M. N. Munger, painting	25 35
W. F. Sissons, papering	19 85
H. C. Robinson, papering	16 30
F. W. Scott, hardware	78 40
P. H. Stevens, carpets, etc.....	302 03

Total	\$3,479 58
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Audit of July 24, 1893.

H. Parker, brooms	\$3 00
J. P. Cobb, wood	2 50
J. A. Irving, binding	2 50
C. F. White & Co., printing.....	17 95
P. H. Stevens, wood, etc	15 50
Chatsey & Clothier, books, etc	77 79
National Gas Light Company, supplies	47 28
Village of Fredonia, water bill.....	51 50
T. E. Cooke, coal	33 40
W. McKinstry & Son, printing	194 61
Students' mileage	210 90
National Gas Light Company, March, gas bill.....	35 85
National Gas Light Company, April, gas bill.....	19 19
National Gas Light Company, May, gas bill.....	21 15
National Gas Light Company, June, gas bill.....	8 97

Total	\$742 09
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RECAPITULATION.

Total receipts	\$25,050 48
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Expenditures.

Salaries	\$15,610 00
Audit of October, 1892.....	3,772 86
Audit of November 3, 1892	597 17
Audit of February 16, 1893	140 00
Audit of March 2, 1893	681 75
Audit of June 26, 1893	3,479 58
Audit of July 24, 1893	742 09

Total	25,023 45
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Balance in hands of local board, July 25, 1893..	\$27 03
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STATE OF NEW YORK, }
CHAUTAUQUA COUNTY. } ss. :

P. H. Stevens, president pro tem., and L. McKinstry, secretary of the local board of managers of the State Normal School, at Fredonia, depose and say, and each for himself says, that the foregoing statement is true to the best of his knowledge and belief.

P. H. STEVENS,
President pro tem.

L. McKINSTRY,
Secretary.

Sworn to before me, this 11th }
day of December, 1893. }

F. R. GREEN,
Notary Public.

G E N E S E O.

TWENTY-SECOND ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT GENESEO.

HON. JAMES F. CROOKER, *Superintendent of Public Instruction* :

Sir.—The local board of trustees of the State Normal and Training School at Geneseo, N. Y., in accordance with the requirements of law, herewith transmits its twenty-second annual report:

ATTENDANCE.

The whole number of students enrolled in the various departments of the school during the year ending July 25, 1893, was as follows:

Normal department	559
Academic department	75
School of practice:	
Intermediate department	157
Primary department	190
	381
	381

GRADUATES.

The whole number of persons who have received diplomas from the school is as follows:

Males	179
Females	733
	912
	912

The number of persons graduated during the year is as follows:

Males.....	14
Females.....	61
	75
Total	75

GRADUATES OF 1893.

Classical Course.

Name.	Post-office address.	County.
Clarence T. Black	Bombay	Franklin.
Mazie J. Barkley.....	Mt. Morris	Livingston.
Louis D. Bosley.....	Lakeville.....	Livingston.
E. Louise Baker.....	Bergen	Genesee.
M. Belle Batcheller.....	Webster	Monroe.
Florence Grace Best.....	Utica	Oneida.
Edith Branson	Castile.....	Wyoming.
Mianda L. Crandall.....	Whitesville.....	Allegany.
Darwin W. Curry	Warsaw	Wyoming.
Michael E. Costello.	Hemlock Lake	Livingston.
John W. Currie	Pembroke	Genesee.
Mary E. Carley.....	Honeoye Falls	Monroe.
Florence M. De Revere	Peoria	Wyoming.
Julia C. Ganiard	Bergen	Genesee.
Cecilia M. Hasenohr.....	Medina	Orleans.
Samuel T. Jennings.....	Geneseo	Livingston.
Mabel Knappenburg.....	Tuscarora	Livingston.
Vira B. Karcher.....	Dansville	Livingston.
Mary E. La Mont	Ossian Center.....	Livingston.
Mary Mather.....	Geneseo	Livingston.
Clarabel Milliman.....	Lakeville	Livingston.
Ida L. Mather	Hemlock Lake....	Livingston.
Elizabeth H. Murphy.....	Gage	Yates.
Harriet M. Nobles	Batavia	Genesee.
Emmet O'Brien.....	Victor	Ontario.
Thomas S. Purtell.....	Deposit	Broome.
Martha J. Patterson.....	Brooklyn	Kings.
Grace G. Paine	Nunda.	Livingston.
Maud E. Riley	Geneseo	Livingston.
Mary L. Rogers.....	Geneseo	Livingston.
Ora W. Salisbury	Hammonton	Atlantic, N. J.
Inez G. Shisler.....	Medina	Orleans.
George G. Scott	Geneseo	Livingston.
Carrie A. Trick.....	Stafford.....	Genesee.
Kate Van Deusen.....	Gorham.....	Ontario.
Warren M. Van Namee.....	Tottenville	Richmond.
Gertrude L. Willard.....	Geneseo	Livingston.
Alice C. Whitney.....	Mt. Morris	Livingston.
Mary S. Wheeler	Geneva	Ontario.
Elva Whitenack	Geneseo	Livingston.
Charles F. Walker	Byron.....	Genesee.
Arthur H. Wainman	Mt. Morris	Livingston.

Scientific Course.

Lillian S. Brayton.....	Dansville	Livingston.
Leon W. Bishop	Portageville	Wyoming.
Louise W. Black.....	Bellona	Yates.
Cora A. Grantier.....	Gowanda	Cattaraugus.

Name.	Post-office address.	County.
Josephine S. Hanson	Rochester	Monroe.
May B. Haight	Hammondsport ...	Steuben.
Mae Louise Jenner	Clyde	Wayne.
Lottie A. Oliver	Jamestown	Chautauqua.
Edith A. Oliver	Jamestown	Chautauqua.
Marietta H. Presho	Cuba	Allegany.
Mary F. Randall	Churchville	Monroe.
Tibb Loraine Smith	Franklinville	Cattaraugus.

English Course.

Lusena W. Brooks	Geneseo	Livingston.
Emma Basse	Avon	Livingston.
Mary E. Burley	Geneseo	Livingston.
Mary N. Cosgrove	Belfast	Allegany.
Margaret J. Carney	Le Roy	Genesee.
Alice L. Harford	Bellona	Yates.
Margaret V. Higgins	Howard	Steuben.
Edwin C. Hogmire	Avon	Livingston.
Marguerite B. Keyes	Geneva	Ontario.
Mary Morrissey	Caledonia	Livingston.
Marion McGregor	Utica	Oneida.
Annie M. Nelson	Palmyra	Wayne.
Elizabeth Owen	Andover	Allegany.
Elizabeth O'Grady	Geneseo	Livingston.
Mabel E. Reed	Livonia	Livingston.
Elizabeth Stowell	Black Creek	Allegany.
Jennie A. Smith	Rushville	Yates.
Amy E. Slocum	Walworth	Wayne.
Ida R. Stebbins	Baldwinsville	Onondaga.
Elizabeth E. Shank	Farmer	Seneca.
Maud M. Thompson	Rouse's Point	Clinton.

ACADEMIC GRADUATES.

Classical Course.

Charles F. Kittredge	Geneseo	Livingston.
J. Raymond Lyon	Dalton	Livingston.

PREPARATORY COLLEGIATE.

James Otis Moore	Geneseo	Livingston.
Thomas S. Robinson	Kanona	Steuben.
Arthur Strang	Geneseo	Livingston.

LOCAL BOARD.

There have been no changes in the local board since the last report. The names of those who compose the local board are as follows:

Dr. Walter E. Lauderdale, president; William A. Brodie, secretary; Charles W. Fielder, treasurer; Adoniram J. Abbott, Col. John Rorbach, Hon. Solomon Hubbard, Hon. James W. Wadsworth, William A. Wadsworth, Col. John R. Strang.

FACULTY.

Since the last report one change has occurred in the faculty which was caused by the death of Miss Jennie C. Coe, to whom a leave of absence had been given for one year, as set forth in the last report.

Miss Julia R. Bailey, who was elected to fill Miss Coe's position during her absence, was elected to fill the position permanently.

The names of those who compose the present faculty are as follows:

- John M. Milne, A. M., Ph. D., Psychology and Didactics.
- Ruben A. Waterbury, A. M., Ph. D., Mathematics and Methods.
- Hubert J. Schmitz, Ph. D., Natural Sciences.
- Frank E. Welles, Ph. B., Ancient Languages.
- Miss Myra P. Burdick, Rhetoric and English Literature.
- Miss Julia R. Bailey, Algebra and Methods.
- Mrs. Emeline S. Curtiss, Grammar and History.
- Miss Mary E. Burns, Botany, Geography and Composition.
- Mrs. Phebe B. Hall, Superintendent of Intermediate Department.
- Miss Elizabeth McBride, Critic in Intermediate Department.
- Miss Sara A. Goheen, Superintendent of Primary Department.
- Miss Elizabeth V. Rorbach, Critic in Primary Department.
- Miss Sarah Parry, O. B., Elocution.
- Miss Helen E. Angell, B. P., Drawing and Painting.
- Mrs. Louise M. Abbott, French and German.
- Miss Mary E. Parks, Vocal Music.
- Mrs. J. L. Fraley, Instrumental Music.

DETAILED STATEMENT of the receipts and disbursements for the year ending July 25, 1893.

RECEIPTS.

Amount in hands of local board July 25, 1892.....	\$113 41
Amount received from State Treasurer for maintenance	20,720 25
Amount received from special appropriation.....	2,024 11
Amount of tuition receipts	1,292 00
	<hr/>
	\$24,149 77
	<hr/>

PAYMENTS.

Amount paid for teachers' salaries	\$14,800 00
Amount paid for salary of janitor	800 00
Amount paid for mileage of pupils	1,173 60
Amount paid for library, text-books and apparatus,	534 04

Amount paid for repairs and improvements	\$2,714 02
Amount paid for incidentals	4,002 70
Amount in hands of local board July 25, 1893.....	125 41
	<hr/>
	\$24,149 77
	<hr/>

DETAILED STATEMENT OF PAYMENTS.

Teachers' salaries.

John M. Milne	\$2,800 00
R. A. Waterbury	1,600 00
H. J. Schmitz	1,600 00
F. E. Welles	1,600 00
Myra P. Burdick	1,000 00
Phebe B. Hall	700 00
Sara A. Goheen	700 00
Sarah Parry	650 00
Emeline S. Curtiss	600 00
Elizabeth McBride	600 00
Helen E. Angell	600 00
Julia R. Bailey	600 00
Mary E. Burns	500 00
Elizabeth V. Rorbach	500 00
Louise M. Abbott	400 00
M. E. Parks	350 00
	<hr/>
Total	\$14,800 00
	<hr/>

Library, text-books and apparatus.

J. B. Clancy, books	\$35 70
F. W. Kies, binding books	58 47
Eimer & Amend, chemicals and apparatus	59 16
Effingham, Maynard & Co., histories	59 84
Ginn & Co., books	40 32
Sheldon & Co., literatures	24 30
Scrantom, Wetmore & Co., books	1 27
Ginn & Co., books	24 00
American Book Company, books	36 27
A. H. Rogers, chemicals	145 17
Eimer & Amend, apparatus, etc	27 04
Sheldon & Co., English literatures	12 50
D. C. Heath & Co., reading books	10 00
	<hr/>
	\$534 04
	<hr/>

Repairs and improvements.

Stevens, Bacon & Co., hardware	\$79 77
J. E. Johnson	72 47
Village of Geneseo, earth	29 50
E. H. Cook Company, pipe	15 30
Line & McLean, signs	8 00
R. J. Kittredge, labor	3 30
F. W. Mate, labor	2 25
E. D. Whitney, labor, etc	96 08
A. W. Butterway, chairs	41 25
Stevens, Bacon & Co., hardware	32 34
W. R. Emery, labor	34 50
Electric Signal Clock Company, clock	21 00
Stevens, Bacon & Co., hardware	29 54
Perry & Fenn, paper	23 85
E. D. Whitney, labor	7 58
Swan & Rector, chairs, etc	6 63
Hayden Furniture Company, piano stool	2 75
J. B. Harris, labor	2 00
W. C. Wash, board of laborer	10 50
Willard & Neff, lumber	1,568 32
Smith & Hollister, oil, etc	59 53
Samuel Sloan, gas fixtures	40 00
Jerry Ragan, labor	12 75
D. Moffat, labor	23 63
James Nixon, labor	22 75
James Hughes, labor	30 00
Alpha Lampman, labor	24 00
Charles J. Fraley, labor	16 25
E. J. Seever, labor	21 00
Fred. Nixon, labor	15 00
D. A. Ballard, labor	26 25
R. C. McCone, labor	20 13
Daniel Schwartz, labor	24 50
Harry B. Lamson, labor	12 50
John Near, labor	30 00
Wallace Nixon, labor	9 50
E. Fish, labor	28 00
W. D. Hendershott, labor	20 00
C. S. Jones, labor	20 00

Total \$2,714 02

Amount paid for other expenses.

Willard & Neff, coal	\$1,181 66
Village of Geneseo, water	100 00
J. B. Clancy, supplies	51 52
E. L. Baker, salary	40 00
Geneseo Gas Company, gas	47 87
J. M. Milne, paid bills	30 65
Livingston Democrat, printing	21 25
J. Mae Curtiss, salary as clerk	14 00
Charles Gerry, erasers	12 50
D. W. Curry, moving seats	12 20
Western Union Telegraph Company, telegrams.....	5 65
W. D. Edmonds, tuning	5 00
J. C. Foley, mason work	3 50
Rudolph Schmidt & Co., supplies	3 50
W. M. Post, labor and supplies	2 15
T. Rogers, flowers	2 25
A. Lampman, labor	97 35
Curtiss & Carpenter, coal	700 00
Livingston Democrat, printing	75 95
J. M. Milne, paid bills	68 03
E. L. Baker, salary	60 00
Geneseo Gas Company, gas	56 45
Bertha Morey, labor	35 00
Edith Morey, labor	35 00
Smith & White Manufacturing Company, paper....	33 00
White Bros., plants	27 10
A. Lampman, labor	29 25
J. F. Bishop, ribbon	19 54
Geneseo Valley Bank, checks	17 00
Daney & Barker Co., paper	10 00
Charles Merrill, labor	10 00
E. F. Curtiss, wood	9 00
J. B. Harris, supplies	8 76
Jas. Field Company, flags	3 25
W. W. Killip, tuning, etc	4 86
Robert Lauderdale, water bag	2 00
Geneseo Gas Company, gas	117 60
E. L. Baker, salary	42 00
A. Lampman, labor.....	59 25
J. M. Milne, paid bills	29 60
R. A. Riley, supplies	11 14
John Vickers, labor	16 25
Am. Globe and Sch. Supply Co., slating	12 00
A. C. Goodwin, diplomas	10 00

Teacher Company, advertising	\$10 60
F. W. Mate, repairing	8 00
J. C. Foley, labor and material	14 19
Chas. E. Merrill, work in laboratory	10 00
Curtiss & Carpenter, coal	108 10
E. L. Baker, salary	114 00
Village of Geneseo, water	100 00
A. R. Scott & Co., printing	129 60
Geneseo Gas Company, gas	133 80
John M. Milne, paid bills	82 07
A. Lampman, labor	35 10
Perry & Fenn, bunting, etc	23 97
White Bros., plants	20 40
H. E. Angell, expenses to Art Association	17 88
John Rorbach, expenses to Albany	16 81
Educational Gazette Company, advertisement	7 00
Moulton Publishing Company, papers	5 00
W. W. Killip, tuning	5 00
A. W. Butterway, supplies	3 90
D. H. Stringham, typewriter ribbon	2 00
Thomas Jamieson, labor	22 80
<hr/>	
Total	\$4,002 70
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STATE OF NEW YORK, {
COUNTY OF LIVINGSTON. } ss.:

Walter E. Lauderdale, president, and William A. Brodie, secretary, of the local board of the Geneseo Normal School, being duly sworn, say, and each for himself says, that he has examined the foregoing statement of receipts and expenditures, and that he believes the same to be correct.

W. E. LAUDERDALE,
WM. A. BRODIE.

Sworn to before me this 21st {
day of October, 1893. }

JOHN B. ABBOTT,
Notary Public.

NEW PALTZ.

SEVENTH ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT NEW PALTZ.

HON. JAMES F. CROOKER, *Superintendent of Public Instruction* :

Sir.—The local board of the State Normal and Training School, at New Paltz, Ulster county, hereby submits its eighth annual report for the year ending July 25, 1893.

LOCAL BOARD.

No changes have occurred in the local board. It is composed of the following gentlemen:

Hon. Albert K. Smiley, president, Mohonk Lake; Solomon Deyo, Esq., secretary, New Paltz; Dr. Charles W. Deyo, treasurer, Kingston; Hon. Jacob Le Fever, New Paltz; Hon. George H. Sharpe, Kingston; Hon. Alton Parker, Kingston; Josiah J. Hasbrouck, Esq., New Paltz; Hon. Jacob D. Wurts, Kingston; Lambert Jenkins, Esq., Forest Glen.

FACULTY.

Mrs. Isabel N. Tillinghast, Miss Sara E. Dillon, and Miss Ada E. Cole resigned their positions, to take effect at the close of the school year.

The following nominations to fill vacancies were made and approved:

Miss Anna McBride, Miss Anna M. Morgan, and Miss Ella A. Fallon.

The schedule which follows contains the names of the present instructors, and the departments to which they have been assigned:

Frank S. Capen, A. M., Ph. D., Principal, Psychology and Didactics.

Henry L. Griffis, A. M., Natural Sciences.

Cassius J. Keyser, B. S., Mathematics.

Villa F. Page, Methods and Elocution.

Kate M. Denison, English Language and Literature.

K. A. Gage, A. M., Ancient Languages.

Mary L. Freeman, A. M., Modern Languages and History.

Anna M. Morgan, Drawing and Physical Culture.

Anna McBride, Methods and Principal of Intermediate Department.

Franc M. Nitter, Methods and Principal of Intermediate Department.

Anna M. Reed, Vocal Music and Assistant in School of Practice.

Charlotte E. Reeve, Critic in Intermediate Department.

Ella A. Fallon, Critic in Primary Department.

Josephine Lindholm, Instrumental Music.

ATTENDANCE.

The whole number of students enrolled in the various departments during the school year, ending July 25, 1893, was as follows:

Normal department	209
Academic department	29
Intermediate department	129
Primary department	143
Total	<u>510</u>

Average number of students in attendance for each department, during said year: .

Normal	174.4
Academic	22.1
Intermediate	91.5
Primary	96.2
Total	<u>384.2</u>

Average age of pupils in normal department, at the time of entering:

Male	20.4
Female	19.5

GRADUATES.

Number of graduates during said year, normal department, 29

The whole number of persons who have received normal diplomas from the school is as follows:

Males	34
Females	152
Total	<u>186</u>

GRADUATES OF 1893.

Classical course.

Name.	County.	Theme.
Louie Adele Coleman...	Queens	An Undiscovered Country.
Mary Elizabeth De Witt.	Ulster	Sketch of Colonel Newcome.
Mazie Cyrena Jones	Chenango ..	The End is not Yet.
Charles Perrine, A. B...	Ulster.....	One Defect in our Normal Schools.

Advanced English course.

Bernetta Leslie Budd...	Orange	Power of the Will.
Louise Halsey Burnett...	Suffolk.....	Put Yourself in His Place.
Jennie Maude Coats	Schuyler ...	Hamlet and Othello.
Mary Frances Dealy....	Ulster	To the Victor belong the Spoils.
Flora Griffin.....	Ulster	The Vigil of the Stars.
Tillie B. Hunt	Orange	Phillips Brooks.
Etta Dinsmore Lewis ...	Ulster	Our Land; It Lights and Shadows.
Margaret McCulloch....	Ulster	Pictures of Memory.
Eleanor E. Nichols	Orange	The Highest Education of Women.
Jane Corey Overton....	Suffolk	The Lesson of the Sirens.
Katharine Yoar Reidy ..	Madison ...	Reformers and Reforms.
Iva May Smith	Orange	Architecture of Great Britain.
Olive Charity Smith....	Queens	The Responsibilities of a Teacher.
Edith Jane Walsh.....	Orange	What is Expected of the Sweet Girl Graduate.
William H. Walsh	Ulster	Antagonism.

Elementary English course.

Ida Evaleen Betts.....	Saratoga ...	How to Teach Reading.
Frances Anna Brown ...	Putnam....	Pleasant Acquaintances.
Helena Theresa Daily ..	Queens	Busy-Bodies.
Julia Etta Foley	Cortland ...	Patriotism in Schools.
Lila Furman.....	Suffolk	A Humble Individual.
Mary Evelyn Green	Dutchess...	The Bower that was Lost and Found.
Mary Louise Northrup..	Dutchess...	Books and Their Influence.
Mara Charlotte Ryall...	Albany	What is a Practical Education.
Ella J. Williams	Ulster	A Unique Sentence.
Charlotte Worrall.....	Dutchess...	The Garden.

The graduates mentioned above, represent twelve counties of the State, namely: Albany, Chenango, Cortland, Dutchess, Madison, Orange, Putnam, Queens, Saratoga, Schuyler, Suffolk and Ulster.

ALUMNI ASSOCIATION.

(Organized, June, 1889.)

Officers, 1892-1893.

Solomon Du Bois, president; George Herbert Chatfield, Charles Perrine, vice presidents; Mary W. Rogers, secretary; Easton Van Wagenen, treasurer; Emma Le Fever, Louis E. Palen, Gideon B. Travis, Alice Deyo, Margaret S. Bowman, Charles Perrine, Jacob H. Dealy, Amelia Coe, Mabel Elting, executive committee.

Literary exercises, June 26, 1893.

Singing—"All Together"	Alumni
President's Address	Mr. Solomon Du Bois
Declamation	Mr. Charles S. Tuthill
Violin Solo	Mary E. Barmon
Poem	Miss Esther T. Brown
Music	Alpha Pi, The Quartette
Discussion—"Resolved That the Character of Antony is more Admirable Than That of Brutus."—Affirmative, Mr. Jacob H. Dealey; Negative, Miss Jane C. Overton.	
Music	Nova Glee Club
Recitation	Miss Mary E. De Witt
Oration	Mr. Herman Du Bois
Alumni Song	Composed by Jacob H. Dealy

Officers, 1893-1894.

Herman Du Bois, president; Mrs. Maurice Hasbrouck, Alfred B. Slaughter, vice-presidents; Gertrude Van Orden, secretary; Easton Van Wagenen, treasurer; Alice Deyo, Margaret S. Bowman, Charles Perrine, Jacob H. Dealy, Amelia Coe, Mabel Elting, Laura Hasbrouck, Charlotte E. Reeve, Mary V. Delamater, executive committee.

DETAILED STATEMENT of receipts and disbursements of the State Normal and Training School at New Paltz for the year ending July 25, 1893.

RECEIPTS.

Amount in hands of local board, July 26, 1892....	\$96 57
Amount received from State Treasurer, for maintenance	18,000 00
Amount received from special appropriation	6,112 22
Amount received for tuition	941 00

Amount received from the supervisor.	\$683 53
Amount received from State for support of Indian pupil	50 00

\$25,883 32

PAYMENTS.

Amount paid for teachers' salaries	\$13,850 00
Amount paid for salary of janitor.....	800 00
Amount paid for mileage of pupils	468 28
Amount paid for library, text-books and apparatus..	732 47
Amount paid for repairs and improvements	5,466 85
Amount paid for all other expenses	4,556 90
Amount in hands of local board, July 25, 1893	8 82

\$25,883 32

DETAILED STATEMENT OF PAYMENTS.

Teachers' salaries.

Frank S. Capen	\$2,800 00
Henry L. Griffis	1,600 00
Cassius J. Keyser	1,600 00
Villa F. Page	1,000 00
Isabel N. Tillinghast	850 00
K. A. Gage	900 00
Mary L. Freeman	850 00
Sara E. Dillon	800 00
Kate M. Denison	700 00
Franc M. Nitter	800 00
Anna M. Reed	650 00
Charlotte E. Reeve	600 00
Ada E. Cole	700 00

Total \$13,850 00

Janitors' salaries.

William Still	\$177 76
Wallace Miller	622 24

Total \$800 00

Mileage.

Fall term, paid normal students	\$238 46
Spring term, paid normal students	229 82
	<hr/>
	\$468 28
	<hr/> <hr/>

Library text-books and apparatus.

Paid from regular appropriation:

The Baker and Taylor Co.	\$21 33
J. Griffith Westbrook	10 00
Styles and Bruyn, reference books	2 50
The Baker & Taylor Co., text-books	432 02
C. W. Bardeen, text-books	19 00
Daniel Appleton & Co., text-books	25 00
E. L. Kellogg & Co., text-books	18 27
Ginn & Co., text-books	33 60
	<hr/>
Total	\$552 72
	<hr/> <hr/>

Paid from special appropriation:

Ward's Natural Science Establishment, apparatus..	\$100 00
Geo. B. Frasier, apparatus	12 00
Vail Bros., apparatus	67 75
	<hr/>
Total	\$179 75
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Repairs and Improvements.

Paid from special appropriation:

Henry L. Griffis, labor and material	\$1,037 97
A. H. Donaldson, labor and material	882 26
Abram Tenbrook, labor	89 62
Joseph Merwiller, labor	133 85
Augustus Kohn, labor	74 69
Frank Chambers, labor	34 69
Daniel Kniffen, labor	24 38
M. K. McMullin, labor	10 11
Wm. Fuller, labor	11 11
Joseph Elting, labor	1 50
Fred K. Williamson, labor	10 65
A. V. N. Elting & Son, material	93 74
Chas. Smith, labor	462 13
Jesse Elting, labor	160 05

John Ackert, labor	\$96 45
Burr B. Pratt, labor	15 90
Geo. Terpenning, labor	39 40
A. M. Lowe, material	22 88
United States School Furniture Company, furniture,	12 32
Wallkill Valley Railroad Company, freight	21 51
W. A. Choate & Co., furniture	99 00
Poughkeepsie Foundry and Machine Co., material..	27 00
Bruyn Hasbrouck, material	2 00
Lewis Ackert, labor	53 40
Philip Du Bois, labor	12 75
Timothy Toomey, labor	11 38
John Carroll, labor	6 00
Augustus Deyo, labor	250 95
Peter Elting, labor	2 50
Mrs. Dina Rose, labor	14 38
Mrs. Ella Kohn, labor	15 31
Mrs. Anna Krom, labor	11 87
Mrs. Emily Kohn, labor	20 12
Mrs. Lizzie Rose, labor	11 56
Wallace Miller, labor	45 25
Chas. Gardner, labor	23 00
Benson & Hart, material	5 25
Hasbrouck & Hayden, labor and material	350 56
Chas. B. Safford, clock	5 00
Isaac Le Fevre, stone	6 00
Wm. Brodhead, dirt	13 40
Hermance Brothers, labor	5 90
John McCullough, labor	28 45
Smedes Miller, labor	11 10
Evert Schoonmaker, material	8 84
Eagle Wire Works, furniture	16 55
Jonas Crispell, furniture	13 38
J. H. Sprague, material	6 65
B. Van Steenburgh, tile and sewer	150 00
Rider Engine Company, labor and material	16 46
Andries Le Fever, soil	112 86
A. D. Kortright, labor	14 80
Geo. D. Shirley, gravel	25 80
R. Heaton, use of cart	4 75
L. S. Winne, door springs	12 00
Forsyth & Wilson, picture	5 40
John Elting, furniture	2 20
R. Moore & Son, labor and material	12 35
D. A. Steen, labor and material	305 53

Geo. D. Jenkins, ashes	\$23 74
Asa Yople, tub	3 50
Bamey Loughran	1 50
Dutchess Nurseries, trees	9 33
Ellwanger & Barry, trees	90 00
Hine & Robertson, tools	49 33
Valentine Burgeoine, labor	16 30
Elton J. Palmer, manure	14 36
S. Deyo & Son, supplies	5 95
J. J. Hasbrouck, supplies	50 41
Jesse Stein, labor	26 30
A. P. Le Fevre, cement	18 98
George E. Johnston, supplies	182 24

\$5,466 85

Other expenses.

Paid from regular appropriation:

The Teacher Company, advertising.....	\$10 00
E. L. Kellogg & Co., advertising	57 49
John H. Hunt, advertising.....	2 75
Kraft & Searing, printing	163 00
James Millard & Son, labor.....	37 08
Emily Kohn, labor	15 00
Educational Gazette, advertising	5 00
American Book Company, charts	4 50
J. J. Hasbrouck, supplies	19 01
S. Deyo & Son, supplies	184 31
L. S. Winne & Co., supplies	4 48
James Boeney, supplies	113 20
Cooper & Hardenburgh, oil.....	23 40
The Prang Educational Company, supplies.....	27 65
Edward Winter, supplies	1 90
Ralph Le Fevre, advertising	26 99
Matt McEntee, labor	3 00
John Elting, tile	7 06
H. E. Hawkey, piano rent	110 50
H. T. Hawkey, piano tuning	28 00
Albert C. Goodwin, diplomas	130 00
Georgia Schoonmaker, copying	14 50
C. J. Ackert, printing	118 50
Hudson River Telephone Company, rent	17 50
Forsyth & Wilson, supplies	67 87
Cornelia Still, labor	10 00

W. C. Tannery, horse hire	\$48 00
John W. Ackert, labor	44 95
Wallkill Valley Railroad Company, express and freight	58 60
Frank S. Capen, disbursements	260 77
Mrs. Wallace Miller, labor	34 04
George E. Johnston, supplies	40 65
Charles Birian, labor	20 75
B. Loughran, labor and material	37 99
Newburgh Journal, binding, etc	126 30
George C. Preston & Son, insurance.....	70 00
C. W. Bardeen, registers	15 00
M. Le Fevre Eltinge, insurance	225 60
Peter E. Le Fevre, insurance	60 00
Sara E. Dillon, clerical work.....	20 56
Lewis Griffis, labor	3 48
Linson & Van Buren, labor	403 00
Milton. Bradley & Co., supplies	3 82
C. Bensinger & Co., supplies	27 05
H. L. Griffis, supplies	4 10
National Express Company, express.....	9 15
Charles Gardner, labor.....	10 45
Bartlett Helland, labor	5 80
George Herbert Chatfield, labor	50 85
Charles Drake, labor	4 00
Charles Beseler, gasoline	11 50
George W. Green, album	5 75
A. W. Folger, plants	4 70
The Cyclostyle Company, paper and ink.....	6 00
Philip Grim, labor	22 95
Styles & Bruyn, supplies	6 20
Tirrell's Gas Machine Company, gasoline	62 85
Silver, Burdette & Co., chart	12 50
The Breed Publishing Company, advertising and dictionary	12 00
Abram D. Relyea, supplies	33 65
Peter Pulver & Son, waste	5 46
Anna M. Reed, music	10 24
Albert H. Donaldson, labor	20 35
James Hayden, water rent	100 00
Chas. H. Ditson. furniture	1 26
A. V. N. Elting & Son, coal	195 55
A. P. LeFevre, coal	574 36
J. H. Relyea, wood	10 00
Henry Holt & Co., subscription	3 00

Kingston Freeman, subscription	\$6 00
New Paltz Independent, subscription	3 10
Forsyth & Wilson, subscriptions	146 26

\$4,041 28

Paid from special appropriations.

Charles S. Bunn, Indian pupil	\$50 00
W. M. Whitney & Co., carpets	52 22
Styles & Bruyn, furniture.....	35 00
United States School Furniture Company, furniture,	151 27
Hudson River Furniture Company, furniture.....	149 78
Jonas Crispell, furniture	5 00
Edward Winter, furniture	4 50
Henry L. Griffis, furniture	16 25
Tirrell's Gas Machine Company, furniture.....	44 60
Ward and Logan, furniture	7 00

Total	\$515 62
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RECAPITULATION.

Total receipts	\$25,883 32
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Expenditures.

Teachers' salaries	\$13,850 00
Janitors' salaries	800 00
Mileage	468 28
Library, text-books and apparatus:	
Regular appropriation	552 72
Special appropriation	179 75
Repairs and improvements, special appropriation...	5,466 85

Other expenses:

Regular appropriation	4,041 28
Special appropriation	515 62
Balance in hands of local board	8 82

Total	\$25,883 32
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ESTIMATE OF THE NECESSARY CURRENT EXPENSES FOR SALARIES AND
FOR MAINTENANCE FOR THE YEAR ENDING JULY 25, 1895.

For salaries of teachers	\$14,000 00
For salary of engineer and janitor	800 00
For books, apparatus and periodicals	700 00
For repair of building and improvement of grounds,	500 00

For furniture and repairing of the same	\$400 00
For fuel, lights and water rent	1,000 00
For mileage	550 00
For other expenses	2,860 00
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Total	\$20,810 00
Less estimated amount of tuition	800 00
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	\$20,010 00
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STATE OF NEW YORK,)
COUNTY OF ULSTER. } ss.:

Albert K. Smiley, president of the local board, and Solomon Deyo, secretary, being duly affirmed, say, and each for himself says, that he has examined the foregoing exhibit of receipts and expenditures, and that he believes the same to be correct.

ALBERT K. SMILEY,

President.

Affirmed before this ninth }
October, 1893. }

ALBERT A. LE ROY,

Notary Public.

SOLOMON DEYO,

Secretary.

Affirmed before me, this ninth }
day of October, 1893. }

JOHN SCHMID,

Notary Public.

ONEONTA.

ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT ONEONTA.

Hon. JAMES F. CROOKER, *Superintendent of Public Instruction* :

Sir.—The local board of the State Normal and Training School at Oneonta, in accordance with the requirements of law, respectfully transmits its annual report for the year ending July 25, 1893:

LOCAL BOARD.

No change has occurred in the local board since the last annual report. The members of the board as at present organized are as follows: William H. Morris, president, Oneonta; Hon. Walter L. Brown, secretary, Oneonta; David Whipple, treasurer, Oneonta; Hon. James Stewart, Oneonta; George I. Wilbur, Oneonta; Eugene Raymond, Oneonta; Willard E. Yager, Oneonta; Reuben Reynolds, Oneonta; Charles D. Hammond, Albany; Frederick A. Mead, Albany; Hon. Hartford D. Nelson, Oneonta; Hon. Hobart Krum, Schoharie.

FACULTY.

The following changes have occurred in the faculty: The resignation of Professor Charles N. Cobb was accepted at the end of April, to enable him to accept the position of examiner of academies in the Regents' office. His work was carried on throughout the remainder of the year by Ida F. Bugbee with marked acceptance. At the close of the year Professor Vernon P. Squires resigned the chair of Ancient Languages, to carry on post-graduate work in Chicago University. Miss Elizabeth R. Hull resigned the position of critic in primary department, to become Mrs. Fred H. Lane. In accepting these resignations, the following resolutions were passed by the local board:

"The local board of the Oneonta Normal School accepts with unfeigned regret the resignations of Professor Charles N. Cobb, Professor Vernon P. Squires and Miss Elizabeth R. Hull, and desires to express its sense of satisfaction at the marked success of their work in connection with this school, and to recognize the measure of strength they have given to advance its interests, to elevate its ideals and to broaden its usefulness. The local board also wishes to emphasize its full appreciation of the spirit of

loyalty that has animated their every action, and to convey to them the greatest good will of every member of the board, and to wish for them the largest success in every enterprise, in every endeavor and in every field of work they may choose to enter."

Howard Lyon, a teacher of experience and an enthusiastic student of science, was elected to fill the vacancy caused by the resignation of Professor Cobb. Frank D. Blodgett was elected in place of Professor Squires, and Florence M. Matteson was chosen in place of Miss Hull. Wilbur H. Lynch was elected principal of the intermediate department, and Grace Bell Latimer was transferred to the position of assistant in mathematics and science.

The names of the faculty and departments to which they have been assigned are as follows:

- James M. Milne, A. M., Ph. D., Didactics.
- Percy I. Bugbee, A. M., Mathematics.
- Edwin F. Bacon, Ph. B., Modern Languages.
- Frank D. Blodgett, A. B., Ancient Languages.
- Howard Lyon, A. B., M. S., Sciences.
- Elizabeth Weingand, Methods, Grammar, and Superintendent in Training Department.
- Anna Gertrude Childs, A. B., A. M., Music, Latin and Criticism.
- Grace Bell Latimer, B. S., M. S., Mathematics, Science and Criticism.
- Alice Gray Bothwell, A. B., B. P., Literature, Rhetoric and History.
- Harriet A. Gates, Methods, Drawing and Criticism.
- Winifred E. Parsons, Elocution, Expression and Physical Culture.
- Wilbur H. Lynch, Physical Culture, and Principal in Intermediate Department.
- Frances A. Hurd, Penmanship, English and Criticism.
- Gertrude M. Stewart, English and Principal in Primary Department.
- Florence M. Matteson, Physical Geography and Criticism.

GRADUATES.

The graduates during the year were as follows:

Classical course.

Name.	Post-office address.	County.
Frona Abbott	Harpursville	Broome.
Julia Crandall Ames	Tallette	Chenango.
Harriet Lester Barton	Oneonta	Otsego.
Charles Albert Benedict	Sherburne	Chenango.
Gertrude Seeley Birge	Hector	Schuyler.

Name.	Post-office address.	County.
John C. Chase	Oneonta	Otsego.
Eva Louise Day	Newark	Wayne.
Sidney Grant Firman	Oneonta	Otsego.
Harriet Louise Fordham	Bay Shore	Suffolk.
Lillian Steele Fuller	Shushan	Washington.
George Wilsey Gates	Otego	Otsego.
Emma Elizabeth Genthner	East Newark	Wayne.
Olive Eunice Huey	Leonardsville	Madison.
Josephine Mary Johnston	Gloversville	Fulton.
Herbert Paul King	Trumansburg	Tompkins.
Jessica Lamoreaux	Newark	Wayne.
Edith Moulton LeCount	New Rochelle	Westchester.
Lucia Lawrence Ormsby	Syracuse	Onondaga.
Mary Matilda Parrish	Naples	Ontario.
Emer Etta Payne	East Worcester	Otsego.
Frank Duane Robinson	Oneonta	Otsego.
Charles Eugene Ross	Maine	Broome.
Lane Isabella Seely	Afton	Chenango.
Frank Huestis Sincerbeaux	Moravia	Cayuga.
William LeGrande Swayer	Edmeston	Otsego.
Coyle John Tracy	Townsend	Schuyler.
Lena May Wilbur	Oneonta	Otsego.

Scientific course.

Frances Gilbert Cowell	Oneonta	Otsego.
Cora Adele Loup	Afton	Chenango.
Augusta Hoffman Smith	Otego	Otsego.

English course.

Inez Irene Armstrong	Leonardsville	Madison.
Flora Idelle Bass	Leonardsville	Madison.
Martha Cornelia Beaumont	Addison	Steuben.
Kate Bishop	Worcester	Otsego.
Mary Eliza Brainerd	Oneonta	Otsego.
Josephine Corbin	Bainbridge	Chenango.
Pearl Minna Fitch	Brookfield	Madison.
Grace Hodge	Ames	Montgomery.
Anna Margaret Jones	Clayville	Oneida.
Bertha Winifred Jones	Binghamton	Broome.
Ella Stetson Peck	Stockwell	Oneida.
Minna Bell Russell	Garrattsville	Otsego.
Sara Louise Taylor	Davenport	Delaware.
Katharine Adelaide Titus	Jericho	Queens.
Ellen Gertrude Wilson	Oneonta	Otsego.
Gertrude Maynard Yager	Oneonta	Otsego.

ACADEMIC GRADUATES.

Classical course.

Walter Burton Ford	Oneonta	Otsego.
John Allen Reynolds	Oneonta	Otsego.

ATTENDANCE.

The whole number of students enrolled in the various departments of the school during the year ending July 25, 1893, was as follows:

Normal department	382
Academic department	18
Training department:	
Intermediate department	106
Primary department	76
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Total	582
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The average attendance for each of the departments for said year was as follows:

Normal students	299.85
Academic students	13.76
Training department:	
Intermediate pupils	74.31
Primary pupils	47.15
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Total	435.07
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The average age of normal students was as follows:

Males	22.42
Females	19.93
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DETAILED STATEMENT of receipts and expenditures of the State Normal and Training School, Oneonta, N. Y., for the year ending July 25, 1893.

RECEIPTS.

Amount in hands of local board July 26, 1892.....	\$2,561 99
Amount received from appropriation for maintenance	20,178 47
Amount received from special appropriation	2,473 60
Amount received for tuition in all departments....	1,439 00
<hr/>	
Total	\$26,653 06
<hr/> <hr/>	

PAYMENTS.

Amount paid for teachers' salaries	\$15,630 00
Amount paid for salary of janitor	1,016 66
Amount paid for mileage of pupils	1,259 44
Amount paid for library, text-books and apparatus..	651 13
Amount paid for repairs and improvements	2,705 58
Amount paid for incidentals	2,831 76
Amount in hands of local board July 25, 1893.....	2,558 49

Total	\$26,653 06
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DETAILED STATEMENT OF PAYMENTS.

Teachers' salaries.

James M. Milne	\$2,800 00
Percy I. Bugbee	1,800 00
Charles N. Cobb	1,280 00
Edwin F. Bacon	1,000 00
Vernon P. Squires	1,400 00
Elizabeth Weingand	1,200 00
Anna Gertrude Childs	800 00
Alice Gray Bothwell	750 00
Harriet A. Gates	750 00
Winifred E. Parsons	750 00
Ida F. Bugbee	200 00
Grace Bell Latimer	800 00
Frances A. Hurd	700 00
Gertrude M. Stewart	700 00
Elizabeth R. Hull	700 00

Total	\$15,630 00
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Salary of N. C. Crouch, janitor	\$116 66
Salary of W. H. Whitney, janitor	900 00

Total	\$1,016 66
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Mileage of students	\$1,259 44
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Library, text-books and apparatus.

Henry Saunders, books	\$405 29
Silver, Burdett & Co., books	77 50
Silver, Burdett & Co., charts	18 34

Effingham, Maynard & Co., books	\$25 00
W. O. Crosby, books	31 50
D. C. Heath & Co., books	49 00
American Book Company, books	16 95
Ginn & Co., books	6 78
Harper & Brothers, books	4 37
Milton Bradley Company, books	4 60
H. Landenberger, apparatus	10 00
J. L. Hammett, apparatus	1 80

Total	\$651 13
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Repairs and improvements.

R. E. Strait, labor, in driving well	\$341 10
Alva Seybolt, C. E., services	24 35
W. L. Brown, hardware furnishings, and labor as per pay-rolls	1,670 52
Grading, as per pay-rolls	98 10
E. E. Hill, stone and labor	3 50
James Allen, stone	21 40
J. P. Butts, cement	7 45
Peter Weidman, materials and labor	32 00
M. McHugh, sand	4 50
W. N. Millard, labor	27 00
A. Stevens, labor	10 10
H. F. Van Woert, labor	2 50
C. E. Ford, labor	27 00
Morris Brothers, grass seed	7 18
W. H. Whitney, labor	88 50
A. C. Peck, labor	2 00
W. S. Fleming, lumber and labor	41 21
W. H. Woodin, lumber and labor	86 32
W. W. Hibbard, lumber and labor	23 00
Lewis & Wilson, lumber and labor	2 66
C. N. Stilson, labor	4 50
Tobey & Gurneys, furnishings	56 74
B. F. Sisson & Co., furnishings	1 60
McCrum & Sons, furnishings	83 85
Whitall, Tatum & Co., furnishings	27 64
Library Bureau, furnishings	71
Robert B. Wing & Son, furnishings	10 15

Total	\$2,705 58
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Incidentals.

D. Whipple & Son, coal	\$581 64
Mills & Stone, coal	547 75
Western Union Telegraph Company	57 30
National Express Company	37 95
B. H. Loring, agent, freight	4 35
Oneonta Gas Light Company, gas consumed	355 25
Oneonta Water Company, water rent	228 23
G. W. Fairchild, stationery and printing.....	134 51
E. C. Reynolds, stationery and printing.....	55 25
Henry Saunders, stationery and office supplies	151 87
Hudson Valley Paper Company, paper	50 00
American Crayon Company, crayon	5 60
J. W. Schermerhorn & Co., clay	2 40
Albert C. Goodwin, lettering diplomas	48 00
W. N. Millard, tuning pianos	25 00
F. A. Porter, tuning pianos	3 00
Robert B. Wing & Son, flags	2 67
Reuben Wood's Sons, flags	63
Silver, Burdett & Co., music	75
Eclectic Pen Company, pens	9 00
Subscriptions to periodicals	97 45
Educational Gazette Company, advertising	5 00
The Teacher Company, advertising	10 00
E. L. Kellogg & Co., advertising	28 75
H. J. Ormsbee, cut of building	2 00
N. C. Crouch, labor	30 00
A. Stevens, labor	20 00
John Adee, labor	6 00
Charles F. Seeger, labor and materials	11 50
S. L. Huntington, supplies	6 00
Alex Brewer, wood	3 00
Milton Bradley Company, supplies	1 25
George E. Moore, supplies	1 00
C. D. Sewell, supplies	196 53
Whitall, Tatum & Co., supplies	5 53
Tobey & Gurneys, supplies	10 76
B. F. Sisson & Co., supplies	2 57
James M. Milne, expenses attending principals' meeting	26 07
Postage	67 20
Total	<hr/> \$2,831 76 <hr/>

STATE OF NEW YORK, }
COUNTY OF OTSEGO. } ss. :

William H. Morris, president of the local board, and Walter L. Brown, secretary, being duly sworn, say, and each for himself says, that he has examined the foregoing statement of receipts and expenditures, and that he believes the same to be correct.

WILLIAM H. MORRIS,

President.

WALTER L. BROWN,

Secretary.

Sworn to before me, this 28th day {
of September, 1893. }

S. S. MATTESON,

Notary Public.

O S W E G O .

ANNUAL REPORT OF THE LOCAL BOARD OF THE OSWEGO STATE
NORMAL AND TRAINING SCHOOL FOR THE YEAR ENDING SEPTEMBER 30, 1893.

HON. JAMES F. CROOKER, *Superintendent of Public Instruction* :

Sir.—The local board of the Oswego State Normal and Training School herewith submit to you their annual report for the year ending September 30, 1893:

FACULTY.

Since the last annual report, Professor A. W. Norton resigned his position to take the principalship of the Nebraska State Normal School at Peru.

Mary A. Lathrop resigned her position as teacher of drawing to go to Sweden to study the Slojd system of manual training.

Laura A. Sheldon resigned her position as assistant in the kindergarten department in December.

William R. Bishop was temporarily employed to finish up the classes in Latin and German, as was also Margaret Stavely, to aid in the science work after the death of Dr. Lee. These changes necessitated some changes in the arrangement of the work and of the employment of new teachers.

Charles S. Sheldon, a graduate of the school, and who has, for the past ten years, been teaching science in the State Normal School, at Kirksville, Mo., has been employed to take botany, zoology and physiology.

Richard K. Piez, a graduate of the Baltimore Manual Training School, and for several years a teacher in that institution, has been employed to take the drawing and manual training.

Lydia E. Phoenix, a graduate of the Emerson College of Physical Training; also of the Mansfield (Pa.) Normal School, and of Oberlin (Ohio) College, has been employed to take the reading, vocal music, and physical culture.

Josephine C. Bunker takes the place of Laura A. Sheldon in the kindergarten.

The following is a list of the names of the faculty, as at present organized:

Edward A. Sheldon, A. M., Ph. D., Hamilton College, Oswego State Normal and Training School, Didactics.

Isaac B. Poucher, A. M., Hamilton College, Albany State Normal School, Arithmetic, Algebra, Geometry and Trigonometry.

John W. Stump, Bridgewater (Mass.) State Normal School, Geology and Mineralogy, Astronomy, Chemistry and Physics.

Charles S. Sheldon, Oswego State Normal and Training School, Botany, Zoology, and Physiology.

Richard K. Piez, Baltimore Manual Training School, Drawing and Manual Training.

Margaret K. Smith, Normal School of New Brunswick, Canada, Oswego Normal and Training School, Philosophy and History of Education, Grammar, English Language and Methods of Teaching the Same, and Methods of giving Lessons on Plants, Animals and Reading.

Caroline L. G. Scales, Wellesley College, History, Literature, Rhetoric and Composition.

Lydia E. Phoenix, Emerson College of Physical Training, Oberlin (Ohio) College; Mansfield (Pa.) Normal School, Reading, Vocal Music, and Physical Culture.

Sarah J. Walter, Oswego State Normal and Training School, Geography and Methods of Teaching the Same, Arithmetic methods and Superintendent in the School of Practice.

Mary N. McElroy, Oswego State Normal and Training School, Assistant Critic in the School of Practice, and Assistant in Composition and Rhetoric.

Elizabeth Salmon, Oswego State Normal and Training School, Principal of Junior School of Practice.

Amanda P. Funnelle, Oswego State Normal and Training School, Principal of Kindergarten Training Department.

Josephine C. Bunker, Oswego State Normal and Training School, Assistant in Kindergarten Department.

Anna J. Flynn, Oswego State Normal and Training School, Principal of Primary Department, Music and Physical Culture in School of Practice.

Mary L. O'Geran, Oswego State Normal and Training School, General Assistant in School of Practice.

Frederic H. Cyrenius, Janitor.

LOCAL BOARD.

Members of the board as at present organized: Theodore Irwin, treasurer; John Dowdle, secretary; Gilbert Mollison, president; Benjamin Doolittle, Abner C. Mattoon, Edwin Allen, George B. Sloan, S. Mortimer Coon, Lawrence Clancy, Frederick O. Clark, Alanson S. Page, John C. Churchill, John A. Place.

STANDING COMMITTEES.

Committee on Rules and Regulations.—Messrs. Coon, Mattoon and Clancy.

Committee on Text-books.—Messrs. Churchill, Page and Doolittle.

Examining Committee.—Messrs. Page, Place and Clancy.

Committee on Library and Apparatus.—Messrs. Mattoon, Dowdle and Coon.

Committee on Boarding-house.—Messrs. Clarke, Churchill and Mattoon.

Committee on Teachers.—Messrs. Sloan, Irwin and Churchill.

Committee on Buildings and Grounds.—Messrs. Irwin, Allen and Sloan.

Executive Committee.—Messrs. Allen, Clarke, Dowdle.

Committee on Accounts.—Messrs. Doolittle, Place, Clarke.

GRADUATES.

The number of graduates from the normal department the past year is	38
Total number of graduates since the organization of the school	1,729
The number of graduates from the kindergarten department during the year	18
Total number since the organization of the school	82

LIST OF GRADUATES FOR THE TERM ENDING JANUARY 31, 1893.

Classical course.

Grace A. Andrews, Mary Barton,
Anna W. Beadle.

Scientific course.

Wilber Strong.

English course.

Louise B. Blackwood, Ida L. Barrett,
Florence Brown, Lillian A. DeLong,
Mary C. Hatmaker, Johanna M. Kuster,
Ida Mack, Mary A. Root,
Henry W. Saxe.

Kindergarten training class.

Margaret W. Cameron, Minnetta C. Bruyn,
Cecelia A. Grant, Mary F. Sickles,
Amelia Vickery, Salome Whiteley.

LIST OF GRADUATES FOR THE TERM ENDING JUNE 27, 1893.

Classical course.

Charles P. Alvord,
Edwin Scott Brady,
Carrie N. Lawrence,
Mina Burpee.

Mertice V. Benedict,
Mertice McCrea Buck,
Cora B. Richards,
Charles N. Lane,

Scientific course.

Nellie Collins.

J. Everett Vincent.

English course.

Emma Demarest Adams,
Alice Louise Caulfield,
Alice E. Gregory,
Fred N. Meeker,
Louise Helen Rose,
Margery J. Shankel,
Elizabeth G. Smith,

Florence Bertha Baker,
Frank Seymour Coe,
Francis Dwight McKinney,
Effie Adelia Patten,
Alice Frances Ryan,
Bertha Smith,
Sara Georgiana Smith,

Cora M. Velsor.

Kindergarten training class.

Florence A. Campbell,
Jessie Scott Hines,
Elizabeth Jenkins,
Margaret E. Munsell,
Eda M. Scott,
Lilla S. Woodhull.

Harriet Gray,
Clara B. Hurd,
Clara Belle Long,
Mattie R. Phillips,
S. Jennie Woods,
Nellie E. Whitmore.

ATTENDANCE.

The number of pupils registered the past year in the normal department is	328
The average attendance has been.....	271
The number of pupils registered in the school of practice is,	473
The average attendance in this department has been....	337

REPAIRS AND IMPROVEMENTS.

The heating apparatus in the west wing has been entirely rearranged. The indirect method has been changed to the direct. The entire building is now heated by the direct method. We experienced a great deal of difficulty the past winter in properly warming the rooms in this wing. We confidently expect that we shall no longer find any trouble in heating every part of the building satisfactorily.

The hall and many of the recitation rooms have been re-seated, which will add greatly to the comfort and convenience of the school, to say nothing of the appearance. The shop has been greatly improved by excavating and putting in a new floor and ceiling, and renovating it generally. New benches and an entire equipment of new tools has been provided. Every facility possible has been provided for carrying forward this line of work in the most approved way.

The sewer, which was found not to be deep enough to drain properly some of the furnace pits has been sunk deeper and put in the best condition possible for doing effective service.

DETAILED STATEMENT of the receipts and disbursements, of the year.

RECEIPTS.

Amount received from the State for maintenance...	\$21,000 00
Amount received for tuition in normal department	\$812 00
Amount received for tuition in kindergarten department	2,020 00
	<hr/>
Total for tuition	2,832 00
Amount received from balance on last year's account with treasurer of local board	38 08
Amount received from cyclone insurance	195 00
Amount received from balance on insurance policy..	1 07
Amount received from balance of old account with former treasurer of local board	13 08
Amount received for old iron	16 98
	<hr/>
Total	\$24,096 21

DISBURSEMENTS.

E. A. Sheldon	\$2,800 00
I. B. Poucher	1,800 00
J. W. Stump	1,600 00
A. W. Norton	440 00
M. K. Smith	1,200 00
A. P. Funnelle	1,200 00
C. L. G. Scales	1,000 00
S. J. Walter	770 00
W. R. Bishop	800 00
M. A. Lathrop	760 00
L. A. Sheldon	150 00
M. C. Stavely	500 00

C. F. Hoick	\$200 00
M. H. McElroy	200 00
A. J. Flynn	265 00
J. C. Bunker	180 00
E. Salmon	100 00

Total	\$13,965 00
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F. H. Cyrenius, janitor	\$660 42
Mileage of pupils	1,164 21

Repairs and improvements.

Thomas Findlay, labor and material	\$54 18
John Barnett, mason work and material	314 08
J. C. Sullivan, plumbing and material	371 25
James Gibbs, carpenter work and material	21 03
Aaron Colnon, painting, glazing and material	26 57
E. W. McCard, repairing roof	70 70
John Smith, mason work and material	236 12
H. W. Seeber, carpenter work and material	415 58

Total	\$1,509 41
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Library and apparatus.

Home Library Association, books	\$388 19
E. S. Ritchie & Sons, mirrors for laboratory work...	4 60
D. C. Heath & Co., books	4 14
John Wylie & Sons, blowpipe analysis	2 93
Sheldon & Co., books	46 00
Boston School Supply Company, books	3 60
D. Appleton & Co., books	2 93
Smithsonian Institution, "History of North American Birds"	7 50
C. W. Bardeen, books	320 85
Louis Levonier, finishing cases	13 00
A. Flanagan, books	2 03
Alfred L. Robbins & Co., apparatus	7 60
Cornell University, insect cases	16 13
Library Bureau, index cards	17 25
J. L. Hammett, globes	2 25
Romeyn B. Hough, "American Woods"	5 00
Soule Photograph Company, lantern slides	27 43
A. Lovell & Co., books	1 11

Total	\$871 94
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Other incidental expenses.

Milton Bradley Company, kindergarten material . . .	\$11 14
E. A. Sheldon, disbursements	354 23
Charles Bakeman, labor	60 12
William Blake, removing ashes from normal school,	27 25
M. E. Horton, clerical services and typewriter supplies	281 00
Jules Wendell, repairing clocks	8 25
A. J. Goit, ice	12 81
Ames Iron Works, repairing boilers	32 80
Fred Forrester, labor	4 50
G. D. Hart, ribbon for diplomas	2 75
Buck & Hunter, chairs, and repairs	12 90
Wright & Boyle, lumber	61 21
J. W. Stump, wiring electric clock	39 48
C. H. Evans & Co., directory	5 00
Teacher Publishing Company, advertising	10 00
Educational Review Company, subscription for "Educational Review"	3 00
Smith, Van Horne & Co., hardware	51 48
Oswego Gas-Light Company, gas consumed	130 05
William Cochrane, repairing locks	3 60
J. J. Fisher, supplies	9 25
Halligan, Meagher & Kinnane, dry goods	12 60
Patrick Fitzgibbons, coal slide	4 50
Palladium Printing Company, printing and blanks..	10 00
A. Heilig & Son, labor and material	13 56
Hiram Benson, wood	8 50
Oswego Water Works Company, water rent	120 60
Western Union Telegraph Company, telegrams	6 35
Oswego Hardware Company, repairing roof and material	156 28
E. L. Kellogg & Co., advertising	28 75
Albert C. Goodwin, diplomas	43 00
Educational Gazette Company, advertising	7 00
W. D. Stewart, flowers	2 70
Frank Schilling, music and tuning pianos	6 96
C. H. Butler, chemicals and blackboard material....	21 64
Oswego Publishing Company, printing programs...	15 15
Aaron Colnon, painting, glazing and material....	38 30
Oswego Telephone Exchange, telephone rent	120 00
Rome, Watertown and Ogdensburg Railroad Com- pany, freight	39 00
Morris Bush, labor	41 10
Hugh Bergstram, labor	2 25

Lloyd Cyrenius, labor	\$18 00
George Lambert, labor	34 97
H. S. Lavere, typewriting	10 00
Alvaro Bettinger, janitor services and labor.....	393 00
Mollison & Dowdle, insurance and coal	1,283 63
J. R. Clancy, gas and limes	21 00
Albany Perforated Wrapping Paper Company, toilet paper	18 00
G. Schirmer, music	7 44
Electric Signal Clock Company	35 70
Hudson Valley Paper Company, paper	10 00
R. J. Pliphant, books, stationery, printing	278 13
Andrews-Demarest Seating Company, chairs	49 00
Washburn Shops, drawing tables	720 00
W. H. Carroll, printing historical charts for World's Fair Exhibit	23 50
W. R. Shayes, photographs for World's Fair Exhibit,	626 00
W. R. Bishop, taking care of World's Fair Exhibit at Chicago	143 30
J. W. Stump, putting up exhibit of normal school at Chicago	60 00
D. Appleton & Co., printing historical sketches for World's Fair	250 00
William Aber, preparing historical sketch for World's Fair	100 00
Mrs. M. D. Moore, services in caring for World's Fair Exhibit	24 50
Total	<u>\$5,925 23</u>

Total disbursements	<u>\$24,096 21</u>
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SPECIAL APPROPRIATION.

Amount received from special appropriation.....	<u>\$4,500 00</u>
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Disbursements.

Andrews-Demarest Seating Company, seating hall and recitation-rooms	\$2,513 00
John C. Sullivan, plumbing, gas-fitting and material,	1,347 75
James Fennell, making sewer	368 60
John Barnett, repairing ceilings	270 65
	<u>\$4,500 00</u>

AN ESTIMATE OF THE NECESSARY RUNNING EXPENSES FOR THE
YEAR ENDING SEPTEMBER 30, 1895.

For payment of teachers	\$15,300 00
For payment of janitor	584 00
For payment of mileage	1,500 00
For ordinary repairs and improvements	1,500 00
For purchase of library text-books and apparatus...	1,000 00
For insurance	300 00
For purchase of fuel	1,400 00
For payment of water rent and gas	400 00
For other incidental expenses	5,000 00
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Total	\$26,984 00
Deduct possible tuitions	2,800 00
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Amount of appropriation required	\$24,184 00
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GILBERT MOLLISON,

President.

FREDERICK O. CLARKE,

Secretary, pro tem.

STATE OF NEW YORK,)
CITY AND COUNTY OF OSWEGO.) ss.:

Personally appeared before me Gilbert Mollison and Frederick O. Clarke, and made affidavits that they signed the above statement and that it is correct.

WILLIAM H. QUIGLEY,

Commissioner of Deeds.

PLATTSBURGH.

Hon. JAMES F. CROOKER, *Superintendent of Public Instruction* :

Sir.—The local board of managers of the State Normal and Training School at Plattsburgh, herewith respectfully submits to you its annual report for the year ending July 25, 1893:

The local board is constituted as follows:

LOCAL BOARD.

Hon. John B. Riley, president; Hon. Everett C. Baker, secretary; Hon. George S. Weed, treasurer; Hon. Alexander Bertrand, Hon. Henry G. Burleigh, Hon. Alfred Guibord, Charles F. Hudson, Hon. S. Alonzo Kellogg, Hon. Rowland C. Kellogg, Hon. Stephen Moffit, Hon. William P. Mooers, Hon. John B. Riley, Hon. Lucien L. Shedden, Hon. William C. Stevens.

FACULTY.

There have been no changes in the corps of instructors. The names of the teachers and their respective departments are as follows:

Edward N. Jones, A. M., Ph. D., Didactics.
 George H. Hudson, Sciences.
 George K. Hawkins, A. M., Mathematics.
 David A. Lockwood, Ph. B., Methods.
 Eleanor A. M. Gamble, A. B., Ancient Languages.
 Helen M. Palmer, Modern Languages.
 Theodora Kyle, A. B., History, Rhetoric and Literature.
 Kate S. Woodruff, Drawing and Penmanship.
 Alice L. O'Brien, Elocution and Physical Culture.
 S. Mae Hapgood, Music.
 Eliza Kellas, Principal of School of Practice.
 Lucy E. Tracy, Critic, Geography Methods.
 Louise A. Perry, Critic.
 Anna J. O'Brien, Assistant Secretary and Librarian.

GRADUATES.

The following students were graduated during the year:

Classical course.

Annie Laurie Armstrong,

Clara Almira Werum.

Scientific course.

Helen Mar Graves.

English course.

Anna Howard Coone,
Annie Elizabeth Kavanagh,

Mary Elizabeth Reilly,
Mary Caroline Trumbull.

ATTENDANCE.

Whole number of normal students.....	145
Average attendance of normal students	117
Whole number of model school pupils	146
Average attendance of model school pupils	119

*DETAILED ACCOUNT of receipts and expenditures of the State
Normal and Training School at Plattsburgh for the year ending
July 25, 1893.*

RECEIPTS.

Amount in hands of the local board, July 26, 1892..	\$679 14
Amount received from the State, year ending July 25, 1893	18,000 00
Amount of tuition	828 50
Other sources	19 60
Total	\$19,527 24

PAYMENTS.

Amount paid for teachers' salaries in the several departments, during the year commencing July 26, 1892	\$14,000 00
Amount paid for librarian and assistant secretary..	500 00
Amount paid for salary of janitor	680 00
Amount paid for mileage of pupils	280 15
Amount paid for library, text-books and apparatus..	628 16
Amount paid for repairs and improvements on build- ing and grounds	276 52
Amount paid for incidentals and other expenses not above enumerated	2,621 16
Amount in hands of local board July 25, 1893.....	541 25
Total	\$19,527 24

Teachers' salaries.

E. N. Jones	\$2,800 00
Geo. H. Hudson	1,800 00
Geo. K. Hawkins	1,600 00
D. A. Lockwood	1,500 00
Kate S. Woodruff	800 00
Theodora Kyle	700 00
Alice L. O'Brien	700 00
Eleanor A. M. Gamble	700 00
Helen M. Palmer	500 00
S. Mac Hapgood	700 00
Lucy E. Tracy	700 00
Louise A. Perry	700 00
Eliza Kellas	800 00
Total	<hr/> \$14,000 00 <hr/>

Library and apparatus.

Sheldon & Co., text-books.....	\$28 27
Ginn & Co.,	137 36
J. W. Tuttle, stationery	6 10
Queen & Co., apparatus	189 96
Eimer & Amend, chemicals.....	12 52
Readers Union Publishing Company, periodicals....	40 05
Carl Schoenhof, text-books	4 19
American Book Company, text-books	72 91
Allyn & Bacon, text-books	3 30
Henry Holt & Co., text-books.....	21 75
A. R. Scott & Co., record books.....	29 00
D. Appleton & Co., books.....	6 42
C. W. Bardeen, books	1 93
John Donahue, book	2 75
D. A. Lockwood, books and charts.....	21 60
E. L. Kellogg & Co., books.....	36 55
Baker & Taylor Co., books.....	13 50
Total	<hr/> \$628 16 <hr/>

Repairs and improvements.

J. E. Blanchard, labor.....	\$112 20
M. P. Myers, hardware.....	57 42
Baker Bros., lumber	52 77

John Cleary, labor	\$14 38
Albert Martin, labor	18 75
W. H. Coats, repairs	21 00

Total	\$276 52
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Other incidental expenses.

R. O. Barber & Sons, ribbon.....	\$3 57
D. H. Brennan, laundry work	7 58
G. H. Hudson, disbursements.....	17 25
Chateaugay Ore and Iron Company, charcoal.....	1 00
Queen & Co., laboratory supplies.....	9 50
Eimer & Amend, laboratory supplies	46 10
Wilcox & Son, fuel.....	321 72
G. T. Woodward, photograph	20 45
John Schmidt, laboratory supplies.....	16 50
Telephone Company	42 00
J. W. Tuttle & Co., stationery and office supplies....	258 56
Plattsburgh water works	225 00
Eugene Saunders, typewriter	50 75
G. F. Bixby, advertising	6 90
Plattsburgh Light, Heat and Power Company, light,	230 58
E. N. Jones, traveling expenses and disbursements..	191 49
Great North Western Telegraph Company, telegrams,	2 69
Nichols & Co., supplies	37 22
Plattsburgh Dock Company, fuel	684 06
W. H. Coats, tuning pianos	7 57
Reed & Williams, laundry work	1 98
Plattsburgh Tel. Co., printing and advertising....	33 75
H. W. Cady, chemicals	3 45
G. W. Lee, ladders	19 20
J. B. Carpenter, freight and cartage	11 98
A. M. Warren, supplies	30 04
Albany Calcium Light Company, laboratory supplies,	14 55
W. B. Mooers & Co., plumbing and supplies	32 58
E. F. Gower, portfolio	4 25
Educational Gazette Company, advertising	7 00
Teacher Company, advertising	10 00
C. W. Bardeen, advertising	22 50
Plattsburgh Orchestra	28 00
A. C. Goodwin, lettering diplomas	7 00
J. E. Blanchard, labor and disbursements	45 41
M. E. Ryan, gymnasium supplies	15 99
W. A. Drowne, rent of opera-house	35 00

M. P. Meyers, hardware	\$32 16
Mrs. D. K. Gilbert, laboratory supplies	6 70
E. J. Robinson, printing	68 75
E. C. Baker, interest	5 40
<hr/>	
Total	\$2,621 16
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ESTIMATES FOR 1894-95.

Teachers' salaries	\$15,500 00
Librarian	500 00
Janitor	700 00
Care of grounds	300 00
Fuel	1,200 00
Light	350 00
Water rent	250 00
Mileage	325 00
Library, text-books and apparatus	1,000 00
Improvements on grounds	2,500 00
Repairs, supplies and incidentals	1,500 60
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	\$24,125 00
Less estimated amount of tuition	825 00
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Appropriation required	\$23,300 00
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STATE OF NEW YORK, }
COUNTY OF CLINTON. } ss.:

John B. Riley, president of the local board, and Everett C. Baker, secretary, being duly sworn, say, and each for himself says, that he has examined the foregoing statement of receipts and expenditures and that he believes the same to be correct.

JOHN B. RILEY,
President.

EVERETT C. BAKER,
Secretary.

Sworn to before me this 11th }
day of November, 1893. }

S. ALONZO KELLOGG, J. S. C.

POTSDAM.

TWENTY-FOURTH ANNUAL REPORT OF THE LOCAL BOARD OF THE
STATE NORMAL AND TRAINING SCHOOL AT POTSDAM.

Hon. JAMES F. CROOKER, *Superintendent of Public Instruction* :

Sir.—The local board of the State Normal and Training School at Potsdam respectfully submits herewith its annual report for the year ending July 25, 1893:

LOCAL BOARD.

The local board remains unchanged since the presentation of the last report, and is as follows: General E. A. Merritt, LL. D., president; J. G. McIntyre, A. M., secretary; Hon. G. Z. Erwin, A. M., treasurer; Jesse Reynolds, M. D., Hon. John I. Gilbert, LL. D., A. G. Gaines, D. D., George H. Sweet, A. M., William R. Weed, Hon. John A. Vance.

FACULTY.

At the beginning of the second semester, Miss Alice M. Burn, A. B., resigned her position as teacher of Drawing and Methods, to accept a position as teacher of Drawing in the Brooklyn city schools. Professor Stansbury Norse, of New York city, was elected to fill the vacancy.

At the close of the academic year the board accepted the resignation of Miss Minnie R. Lucas, as teacher of Reading and Elocution, a position which she had filled with great acceptability for the past seven years. Miss Alice L. Moore, a graduate of the State Normal School at Buffalo, also a graduate of the Emerson College of Oratory, Boston, Mass., was elected to the vacancy.

The resignation of Professor A. W. Morehouse, A. M., teacher of Geology and Higher Mathematics, was also accepted. Professor Willis E. Bond, A. B., a graduate of the University of Michigan, was elected to the vacancy.

The salary of Professor James M. Graves was raised from \$600 to \$700.

The salary of Miss Sarah V. Chollar was raised from \$600 to \$800.

The salary of Professor Stansbury Norse was raised from \$800 to \$900, with the use of a special room as an art studio.

The salaries of Professors Edward W. Flagg, A. M., and Fred L. Dewey, A. M., Ph. D., were raised from \$1,300 to \$1,500 each.

The names of the present instructors, with their respective departments, are as follows:

Thomas B. Stowell, A. M., Ph. D., Principal, History and Philosophy of Education.

Amelia Morey, Preceptress, English Language and Methods.

Warren Mann, A. M., Natural Science and Methods.

Edward W. Flagg, A. M., History, Rhetoric and English Literature.

Ida B. Steyer, French and German.

Jane F. Butrick, Principal of Primary Department, Primary Methods.

Julia Ettie Crane, Vocal Music and Methods.

Fred L. Dewey, A. M., Ph. D., Greek and Latin.

Truman H. Allen, Arithmetic, History, Civics and Methods.

Sarah V. Chollar, Botany, Composition, Arithmetic.

James M. Graves, Composition, Preparatory Department, Methods.

Amanda A. Woodard, Principal of Intermediate Department, Geography, Methods.

Stansbury Norse, Industrial Drawing, Methods.

Alice L. Moore, Reading, Elocution, Calisthenics, Methods.

Willis E. Bond, A. B., Mathematics, Geology, Physiography.

F. E. Hathorne, Piano, Organ and Harmony.

Mrs. F. E. Hathorne, Assistant Piano.

Henry A. Watkins, Leader of Orchestra.

Grace T. Howe, Assistant in Vocal Music.

GRADUATES.

The number of graduates during the year is seventy.

Classical course

Name.	Post-office address.	County.
Madge Scholl Bruner	Rochester	Monroe.
Edward James Bonner	Ossian	Livingston.
Edith Villora Brill	Mooers Forks	Clinton.
Eva Eliza Briggs	Potsdam	St. Lawrence.
Mrs. Nellie Lang Bartlett	Norwood	St. Lawrence.
Carrie Amanda Bissell	Waddington	St. Lawrence.
Aaron Blackmon Corbin	Potsdam	St. Lawrence.
Ada Blanche Coats	Hailesborough	St. Lawrence.
Katherine Mary Church	Amenia	Dutchess.
Lena Ruth Goodnow	Potsdam	St. Lawrence.
Anna Mae Gaynor	Potsdam	St. Lawrence.

Name.	Post-office address.	County.
Grace Harriet Goodale.....	Potsdam	St. Lawrence.
Louise Stewart Horr.....	Carthage	Jefferson.
Esther Theresa Jackson.....	Lansing, Mich	Ingham.
Clara May Keenan	Potsdam	St. Lawrence.
Jennie Maria Kelly.....	North Stockholm....	St. Lawrence.
John Herbert Miller	Massena	St. Lawrence.
Agnes Belle Mein.....	Chase's Mills	St. Lawrence.
Luella Arnold Melhinch.....	Ogdensburg	St. Lawrence.
Margaret Janet Pringle.....	Madrid	St. Lawrence.
Frederick Tyndall Swan	Potsdam	St. Lawrence.
Herbert Edwin Sweet.....	Madrid	St. Lawrence.
Charles J. Vert	Morristown.....	St. Lawrence.

Scientific course.

Mary Anne Barnett	Potsdam	St. Lawrence.
Mary Alyce Towne.....	Potsdam	St. Lawrence.
Arthur Alonzo Woodard.....	Raymondville	St. Lawrence.

English course.

Abbie Susan Armstrong	Parishville	St. Lawrence.
Jessie Helen Alverson	Hermon.....	St. Lawrence.
Anna Greeley Bell	Heuvelton.....	St. Lawrence.
Mary Newell Boynton.....	Ausable Forks.....	Essex.
Alida Ballagh Craig.....	Lisbon Centre	St. Lawrence.
Carrie Winona Carver.....	Rensselaer Falls....	St. Lawrence.
Grace Elizabeth Daggett.....	Parishville	St. Lawrence.
Burt Brook Davis.....	Cape Vincent.....	Jefferson.
Warren Ora Daniels.....	Parishville	St. Lawrence.
Mary J. Donovan	Potsdam	St. Lawrence.
Delephine Isabella Growe.....	Helena.....	St. Lawrence.
Charlotte Louise Hoadley	West Potsdam.....	St. Lawrence.
Katherine Louise Hulburd.....	Winthrop	St. Lawrence.
Lola Estelle Holden	De Kalb	St. Lawrence.
Bessie Louise Humphrey	Copenhagen	Lewis.
Mildred Derby Hamlin.....	Hermon.....	St. Lawrence.
Jennie Maud Merithew	Richville	St. Lawrence.
Lillian Estella McGill.....	Norwood.....	St. Lawrence.
Cora Adoline Nelson	West Stockholm	St. Lawrence.
Minnie Belle Olley	Great Bend	Jefferson.
Ethan Hall Parker	Potsdam	St. Lawrence.
Edith Grace Pardee	Russia	Herkimer.

Name.	Post-office address.	County.
Sophia Elbergia Pettit.....	Lockport.....	Niagara.
Webster Gideon Snell	Black River.....	Jefferson.
Iola Denison Shepard	Fair Haven, Vt.....	Rutland.
Helena Adelaide Smith	Chateaugay	Franklin.
Lillian Sophronia Snowe.....	Malone	Franklin.
Clara Alice Stearns.....	Massena	St. Lawrence.
Charles Fredrick Simpson	Cold Brook	Herkimer.
Hattie Marie Shaughnessy.....	Norwood	St. Lawrence.
William H. Willson	Potsdam	St. Lawrence.
Rose Belle Webb	Syracuse	Onondaga.

Academic—English course.

Leon Loverin Gibson	West Stockholm	St. Lawrence.
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Music Teachers' course.

Edith Mary Austin.....	Potsdam	St. Lawrence.
Hattie Louese Burr.....	Allegany.....	Cattaraugus.
Mary Newell Boynton.....	Au Sable Forks.....	Essex.
Carrie Amanda Bissell	Waddington	St. Lawrence.
Marion Gabrielle Collins	Potsdam	St. Lawrence.
Mary Harriet Gregor	Hammond.....	St. Lawrence.
Bessie Louise Humphrey.....	Copenhagen	Lewis.
Nellie Melrose	Lewiston	Niagara.
Margaret Getty Northup.....	Morley	St. Lawrence.
Ethel Mette Vance.....	Potsdam	St. Lawrence.
Eva May Wellington.....	Canton	St. Lawrence.
Ella Maude Williams.....	Katonah	Westchester.
Grace Dearing Walsemann....	Potsdam	St. Lawrence.
Albertie Atkins Wilson.....	Potsdam	St. Lawrence.

Piano course.

Eva May Wellington	Canton	St. Lawrence.
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Total number of normal graduates since the organization of the school:

Male	180
Female	559
Total	739
Advanced courses	553
Elementary courses	186

ATTENDANCE.

The whole number of pupils registered in each of the departments respectively during the year ending July 25, 1893:

	Male.	Female.	Total.
Normal	132	277	409
Academic	67	138	205
Intermediate	75	73	148
Primary	84	84	168
	<hr/>	<hr/>	<hr/>
Total	358	572	930
	<hr/>	<hr/>	<hr/>

The average attendance:

Normal department	329
Academic department	152
Intermediate	143
Primary	131
	<hr/>
Total	755
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The average age of pupils in the normal department:

- Male, 20 years 4 months.
- Female, 20 years six months.

DETAILED STATEMENT of receipts and disbursements of the State Normal and Training School at Potsdam, N. Y., for the year ending July 25, 1893.

RECEIPTS.

Amount in hands of local board July 26, 1892.....	\$2 82
Amount received from State, year ending July 25, 1893	21,000 00
Amount for tuition in academic department during year	2,542 25
	<hr/>
Total	\$23,545 07
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EXPENDITURES.

Amount paid for instruction in the department during year	\$16,100 00
Amount paid for salary of janitor	800 00
Amount paid for mileage of pupils	607 76

Amount paid for library, text-books and apparatus,	\$437 68
Amount paid for repairs and improvements	745 43
Amount paid for incidental expenses	4,673 80
Amount in hands of local board July 25, 1893.....	180 40
Total	<u>\$23,545 07</u>

DETAILED STATEMENT OF EXPENDITURES.

Teachers' salaries.

T. B. Stowell	\$2,500 00
Amelia Morey	1,200 00
Warren Mann	1,500 00
E. W. Flagg	650 00
Ida B. Steyer	800 00
Jane F. Butrick	800 00
Julia Ettie Crane	800 00
Fred L. Dewey	650 00
F. H. Allen	1,200 00
Minnie R. Lucas	800 00
A. W. Morehouse	1,300 00
Alice M. Burn	480 00
Sarah V. Chollar	600 00
James M. Graves	600 00
Amanda A. Woodard	800 00
E. O. Abbot	500 00
C. A. Rosegrant	500 00
Stansbury Norse	320 00
Henry A. Watkins	100 00
Total	<u>\$16,100 00</u>

Janitor's account.

George A. White	\$800 00
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Mileage.

Amount paid for mileage of pupils.....	<u>\$607 76</u>
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Library, text-books and apparatus.

Silver, Burdett & Co., music readers.....	\$16 00
Weed & Weston, periodicals.....	116 90
Fred. E. Barnum, bookbinding	29 95
The Baker Taylor Company, text-books.....	86 10
Weed & Weston, books	37 58

H. D. Thatcher & Co., laboratory supplies.....	\$12 12
Willmarth & Hazelton, laboratory supplies.....	17 41
J. R. Weston, periodicals and books.....	44 87
Ginn and Company, text-books.....	70 75
D. Appleton & Co., annual cyclopedia	6 00
<hr/>	
Total	\$437 68
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Repairs and improvements.

O'Brien & Maxfield, hardware.....	\$18 25
C. B. Partridge, lumber.....	2 63
J. G. Cooke, rugs and carpet.....	17 45
E. Martin, labor and hardware.....	16 09
J. G. Cooke, carpet	11 25
E. Martin, labor and hardware.....	29 93
Batchelder & Sons, repairs on furniture.....	2 46
O'Brien & Maxfield, hardware	16 07
George A. White, cleaning building.....	52 56
Irish & Jebo, labor and materials	5 00
Charles W. Lute, hardware and labor.....	16 06
Andrews-Demarest Seating Company, seats.....	12 00
O'Brien & Maxfield, repairs and supplies.....	9 67
E. Martin, supplies and labor.....	29 01
E. & J. Linney, cleaning supplies.....	8 25
W. W. Weed, lumber.....	19 59
S. L. Weller, labor — paper hanging.....	23 25
Countryman & Co., grass seed for lawn.....	4 92
O'Brien & Maxfield, supplies for repairs.....	8 05
Irish & Jebo, plumbing	19 36
E. & J. Linney, salt for lawn.....	4 00
J. F. Pearse Furnace Co., radiator and pipes.....	11 94
H. M. Story, wall paper and labor	78 62
E. Martin, labor and hardware	24 51
J. M. White, labor	69 98
Batchelder & Sons, labor and furniture	62 32
George A. White, labor and supplies	21 62
Weed & Weston. paper and supplies	150 59
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Total	\$745 43
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Miscellaneous.

George W. Bixby, coal	\$1,741 55
Potsdam Water Works, water rent	62 50
Willmarth & Hazelton, laborator supplies	14 93

H. D. Thacher & Co., glass and supplies.....	\$17 38
George A. White, washing towels and supplies....	6 06
E. & J. Linney, brooms.....	4 44
Elliot Fay & Son, printing supplies	36 25
A. E. Morgan, express and telegraph	16 13
A. E. Morgan, express and telegraph	19 50
T. B. Stowell, office supplies and principal's council,	100 47
Standard Oil Company, gasoline	44 61
Albany Perforated Wrapping Paper Company, sup- plies	9 00
Potsdam Electric Light, arc light	30 00
H. M. Story, ribbon for diplomas	4 55
C. L. Dove, tuning pianos	10 50
S. D. Ray, use of town hall for graduation.....	20 00
H. A. Watkins, orchestral instruction	100 00
Scott Paper Company (Limited), supplies.....	18 00
Albert O. Goodwin, diplomas lettered.....	14 00
Elliot Fay & Son, printing supplies.....	137 90
Rollin E. Sumner, paper and printing.....	14 00
Standard Oil Company, gasoline	33 17
T. B. Stowell, office supplies	48 68
The Teacher Company, advertising.....	10 00
W. F. P. Sealey, water rent	62 50
T. B. Stowell, office supplies.....	63 98
Standard Oil Company of New York, gasoline.....	20 00
Potsdam Lumber Company, wood.....	39 50
M. E. Loveland, wood.....	15 50
A. E. Morgan, express and telegraph.....	6 01
Rollin E. Sumner, printing	3 00
George A. White, extra labor.....	10 50
Elliot Fay & Son, printing.....	18 20
Willmarth & Hazelton, laboratory supplies.....	14 50
Racquette River Paper Company, manilla paper....	3 50
T. B. Stowell, office sundries.....	252 23
Elliot Fay & Son, printing supplies.....	92 10
Racquette River Paper Company, drawing paper...	3 40
Educational Gazette, advertising.....	7 00
H. D. Thacher & Co., laboratory supplies.....	5 90
Willmarth & Hazelton, laboratory supplies.....	19 98
Rollin E. Sumner, paper and printing	7 00
N. L. Stone & Son, photographing views.....	6 00
E. L. Kellogg & Co., advertising.....	28 75
Scott Paper Company (Limited), supplies.....	18 00
J. R. Weston, supplies	21 11
Albert Goodwin, lettering diplomas	44 00

A. E. Morgan, express and telegraph	\$14 68
S. D. Ray, rent of town hall	15 00
R. F. Welch, care of school clocks	25 00
H. A. Watkins, orchestral expenses	28 75
A. L. Lockwood, orchestral supplies	29 59
George W. Bixby, coal	1,284 00

Total	\$4,673 80
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In hands of local board, July 25, 1893	180 40
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	\$23,545 07
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ESTIMATE.

We herewith append our estimate of the necessary expenses for the next fiscal year:

Salaries of instructors	\$18,000 00
Salaries of janitors	800 00
Library, text-books and apparatus	2,000 00
Coal and wood	2,300 00
Manual training supplies	400 00
Mileage	900 00
Repairs	1,000 00
Supplies	1,500 00

Total	\$26,900 00
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Less probable receipts from tuition	2,000 00
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Appropriation needed	\$24,900 00
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ST. LAWRENCE COUNTY, ss. :

. E. A. Merritt, president, and John G. McIntyre, secretary, of the local board of the State Normal and Training School at Potsdam, being duly sworn, each for himself says that he has examined the foregoing report and believes the same to be in all respects correct and just.

E. A. MERRITT,

President.

JOHN G. MCINTYRE,

Secretary.

Subscribed and sworn to before me, this }
17th day of October, 1893. }

ORVIS WITTERS, J. P.

3. REGULATIONS CONCERNING ADMISSIONS TO NORMAL SCHOOLS.

STATE OF NEW YORK, DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, ALBANY, *July 26, 1893.* }

The following regulations concerning admission to normal schools are hereby established:

1. Appointments are made by the State Superintendent upon the recommendation of city superintendents and school commissioners.

2. No candidate can be appointed who has not attained the age of 16 years.

3. No candidate should be recommended who does not express willingness to enter into an honorable obligation to teach in the public schools of the State, in consideration of the normal school advantages.

4. Candidates should be recommended to the normal school nearest their place of residence.

5. Normal schools are to be relieved from elementary work. Students will not be admitted who have not already acquired a substantial elementary education. An appointment does not entitle one to admission.

6. After appointment, admission may be gained by presenting any one of the following evidences of proficiency, viz.: The diploma of a college, university, high school, academy or academic department of a union school, a State certificate, a Regents' diploma, a first or second-grade uniform examination certificate now in force, or the certificate of a city superintendent or school commissioner that the holder attained a standing of at least seventy-five per cent in arithmetic, grammar and geography each, in an examination held under the uniform examination regulations, not more than six months before the date of such certificate, provided said certificate is presented within one year of the date thereof.

7. All candidates should procure one of the above prescribed evidences of proficiency before going to the normal school.

8. If, for any good reason, it is not practicable to present such evidence of proficiency, the appointee may be admitted by passing an entrance examination at the school upon the opening day of the term. Terms open upon the first Wednesday of September

and the first Wednesday of February. Students without one of the prescribed evidences of proficiency will, under no circumstances, be admitted after the opening of the term.

9. After admission the student may, in the discretion of the principal, be given an advanced standing, or excluded from the privileges of the institution.

10. No student is desired at a normal school who does not read readily and intelligently, spell correctly, and write legibly and neatly. These acquisitions are to be assumed. Regardless of diplomas, certificates and examinations, principals will refuse admittance to all students who do not possess these acquisitions to a highly creditable degree.

J. F. CROOKER,

State Superintendent.

1863	Oswego.....	328	.....	271	.....	19.5	19.0	9	29	38	146	1,583	1,728
		473	.....	337	608	.....	.....	.....	.....	.....	.....	.....	.....
1889	Plattsburgh.....	145	.....	117	.....	20.4	19.4	0	7	7	1	36	37
		146	.....	119	236	.....	.....	.....	.....	.....	.....	.....	.....
1865	Potsdam.....	409	.....	329	.....	20.4	20.6	13	45	58	180	559	739
		205	.....	152	.....	.....	.....	.....	.....	.....	.....	.....	.....
		148	.....	143	.....	.....	.....	.....	.....	.....	.....	.....	.....
		168	.....	131	755	.....	.....	.....	.....	.....	.....	.....	.....
				980	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total.....	.....	7,625	.....	5,866	.....	.....	107	396	503	2,212	8,360	10,572

NORMAL SCHOOLS — *Financial statement — (Continued).*

SCHOOLS.	MONEYS PAID.								
	For normal instruction,	For academic, kindergarten, intermediate and primary instruction.	For library, text-books and apparatus.	For mileage of pupils.	For salary of janitors.	For repairs of buildings and improvement of grounds.	Other expenses.	Balance July 25, 1893.	Total.
Albany	\$15,350 00	\$4,900 00	\$1,829 94	\$764 13	\$1,599 84	\$914 62	\$5,573 56	\$2,026 00	\$32,958 09
Brockport	12,400 00	3,800 00	552 30	312 59	800 00	860 18	3,814 80	86 78	22,626 65
Buffalo	15,100 00	150 00	370 08	284 36	700 00	3,380 30	2,488 06	14 28	22,487 08
Cortland	15,750 00	.....	839 44	414 65	1,166 92	80,856 05	3,850 26	1,533 86	104,411 18
Fredonia	10,100 00	4,500 00	487 43	652 17	1,010 00	4,160 21	4,113 64	27 03	25,050 48
Geneseo	11,020 00	3 780 00	534 04	1,173 60	800 00	2,714 02	4,002 70	125 41	24,149 77
New Paltz	13,850 00	.....	732 47	468 28	800 00	5,466 85	4,556 90	8 82	25,883 32
Oneonta	12,730 00	2,900 00	651 13	1,259 44	1,016 66	2,705 58	2,831 76	2,558 49	26,653 06
Oswego	13,965 00	.....	1,020 93	1,164 21	883 10	4,415 77	3,860 28	2,933 87	28,243 16
Plattsburgh	14,000 00	.....	628 16	280 15	680 00	276 52	3,121 16	541 25	19,527 24
Potsdam	16,100 00	.....	437 68	607 76	800 00	745 43	4,673 80	180 40	23,545 07
Totals	\$150,365 00	\$20,030 00	\$8,083 60	\$7,381 34	\$10,256 52	\$106,495 53	\$42,886 92	\$10,036 19	\$355,535 10

5. MEETINGS OF NORMAL SCHOOL PRINCIPALS.

SECRETARY'S REPORT.

STATE NORMAL SCHOOL,
FREDONIA, N. Y., *November 11, 1893.* }

HON. JAMES F. CROOKER, *Superintendent of Public Instruction:*

Sir.—The principals of the State normal schools held meetings at the Normal School at Bridgewater, Mass., May seventeenth and eighteenth, and at the Normal School, Toronto, Ontario, November first to third.

The greater part of the time was devoted to visiting the schools and discussing with the principals and others visited the special features of their schools and school systems, and each of these meetings was thought to be of great value.

The more important transactions of the council were the following, viz.:

To secure different dates for the commencements of the several schools, as suggested by the Superintendent of Public Instruction. It was voted to allow each school to begin its second term year on such dates as might best suit the locality of the school.

It was voted to request that the normal exhibit at Chicago be turned over to the Department of Public Instruction at Albany.

FRANCIS B. PALMER,

Secretary.

6. ENTRANCE EXAMINATION QUESTIONS.

[Prepared by a Committee of Normal Principals, and published by the State Department of Public Instruction.]

ENTRANCE EXAMINATION, FEBRUARY, 1893.

FIRST DAY.

Write the subject of the examination, your name, and the date at the head of your papers.
The work should be written out in full in the answers.

Correct answers will receive 10 credits each, and a proportionately less number will be allowed as the answer approximates correctness or shows knowledge of principles.

In order to secure admission, candidates must gain an average of 70 credits in the three branches and not fall below 60 credits in any one of them.

Use care in spelling, writing, and general neatness of appearance.

Arithmetic.

1. Define (a) prime number, (b) factor, (c) fraction, (d) per cent, (e) proportion.
2. Find the G. C. D. and the L. C. M. of 12, 18, 27, 28 and 63.
3. Five times $\frac{2}{11}$ of 77 is $\frac{1}{5}$ of how many times 25?
4. A certain school enrolls 208 boys, and $\frac{7}{15}$ of the pupils are girls. How many girls in the school?
5. A room is 20 ft. long and 17 ft. wide. Which way must strips of carpeting 1 yd. wide run in order to carpet the room most economically, allowing no waste for matching the pattern? Explain your answer.
6. How many acres in a street $\frac{3}{4}$ of a mile long and 4 rods wide?
7. Three-fifths of .0750632 is 25 % of what number?
8. A grocer sold 82 barrels of apples at a profit of 22 %, and gained \$45.10. What was the cost per barrel?
9. Mr. A. borrowed \$500 on the 6th day of January, 1892, and agreed to pay for its use simple interest at 6 %. What sum was due on the 15th day of November, 1892?
10. Write in proper form a promissory note for \$500, given by John Joy to Frank May, for money borrowed on the 17th of April, 1892, to be paid in six months, the note to be interest-bearing and negotiable.

Geography.

1. Define river basin, isthmus, continent, gulf, geyser.
2. Name the zones and give the width of each in degrees.
3. Bound New York State and locate five important cities in it.
4. Name five States that touch the Great Lakes and give the capital of each.
5. Name (with their capitals) the countries of South America that touch the Pacific; also name (with its capital) the largest country of South America.
6. Name two river systems of North America and three of South America.
7. In what section of the United States is each of the following extensively carried on: Manufacturing; mining; agriculture; lumbering; grazing?
8. Name four leading industries, name [and] locate two important rivers and four important cities in the Dominion of Canada.

9. Name and locate two peninsulas, two seas, two rivers, and four important cities of Europe.
10. (a) Name the principal mountain system of North America, South America and Europe, and Asia. (b) Through what waters would a vessel pass in sailing from London to Calcutta by the shortest route?

Grammar.

"When the natives of the island beheld the ships hovering on their coast, they supposed them monsters which had issued from the deep during the night. They crowded to the beach and watched their movements with awful anxiety. Their veering about, apparently without effort, and the shifting and furling of their sails, resembling huge wings, filled them with astonishment."—[*Washington Irving*.]

1. Write the unmodified subject and predicate of each proposition (or clause) in the above sentence.
2. Define a verb and make a list of the intransitive verbs in the selection.
3. (a) Change all transitive verbs to the passive voice. (b) Give the principal parts of all the intransitive verbs.
4. Write the progressive form of each verb in the second sentence.
5. Make a list of the participles and give the use of each.
6. Give the case and rule for each noun in the third sentence.
7. Parse and decline the word *which* in the first sentence.
8. Make a list of the personal pronouns and decline the first one.
9. Give the case of the words *them* and *monsters* in the first sentence.
10. Rewrite the sentences, changing the verbs as far as possible to the passive voice, and expressing the thoughts clearly and smoothly.

SECOND DAY.

Arithmetic.

1. Express in words (a) 15,201,064; (b) 400,043; (c) 265 %; (d) write in Arabic characters three hundred ten thousandths; (e) write in Roman characters 1299.
2. Reduce to lowest terms $\frac{25}{130}$, $\frac{75}{205}$, $\frac{30}{50}$ and find their sum.
3. If a train of cars runs $\frac{3}{5}$ of a mile in $1\frac{2}{7}$ minutes, how many miles does it run in one hour?
4. A grocer bought 5 barrels of cranberries, each containing 2 bushels 3 pecks 4 quarts, at \$8.75 a barrel, and sold three barrels of the berries at 12 cents a quart and two barrels at 10 cents a quart, how much did he gain?
5. What is the cost of 4 sills, two of them being 24 ft. long and 8 in. by 6 in., and two of them 30 ft. long and 8 in. by 6 in., at \$16 per M?
6. A park containing 40 acres is $\frac{3}{4}$ of a mile long; how wide is it?
7. A man sold a horse for \$180, and lost $16\frac{2}{3}$ %; what did the horse cost him?
8. An agent received \$5,000 with which to purchase wheat at \$1.10 a bushel, after deducting his commission of $2\frac{1}{2}$ %. How many bushels of wheat could he purchase?
9. Five-eighths of a stock of goods were destroyed by fire, and $\frac{3}{5}$ of the remainder were damaged by water; and the uninjured goods were sold at cost for \$5,280. What was the cost of the entire stock?
10. An eclipse was observed at New York, 74° W., at 9.30 P. M.; and the time of its observation on a vessel in the Atlantic ocean was 11.45 P. M.; what was the longitude of the vessel?

Geography.

1. Define delta, equator, water-shed, plateau, parallels of latitude.
2. (a) Give width of each zone in degrees. (b) In what zones is North America?
3. Name in order all the States that border on the Atlantic ocean.
4. Sketch a map of New York State, locating the capital and four other important cities.
5. Trace the route from Chicago to Boston by water.
6. How does the climate of Great Britain compare with that of the same latitude in North America? Give reasons for your answer.
7. Name two Republics in Europe.
8. Name three exports from Asia, and two from Africa.

9. What is the advantage of the Suez canal?

10. What and where are the following:

- (1) St. Helena, (2) Melbourne, (3) Madagascar, (4) Yucatan, (5) The Apennines, (6) Bombay, (7) Guatemala, (8) Edinburgh, (9) Mecca, (10) Siberia?

Grammar.

- (1) "Thou, too, sail on, O Ship of State!
 (2) Sail on, O Union, strong and great!
 (3) Humanity with all its fears,
 (4) With all its hopes of future years,
 (5) Is hanging breathless on thy fate!
 (6) We know what Master laid thy keel,
 (7) What workmen wrought thy ribs of steel,
 (8) Who made each mast and sail and rope,
 (9) What anvils rang, what hammers beat,
 (10) In what a forge and what a heat
 (11) Were shaped the anchors of thy hope."

1. (a) How many sentences in this selection?
 (b) Give the reason for the use of each capital in the first two lines.
2. Write separately and number each proposition (or clause) in the selection, writing only the unmodified subject and predicate of each one.
3. (a) Give the principal parts of each verb.
 (b) Give the definition of a transitive verb.
 (c) Make a list of the transitive verbs.
 (d) Change all verbs in the active voice to the passive.
4. Give a synopsis of the verb *know* in the first person, singular number.
5. Give the case of *thou* and *ship*, 1st line; *Union*, 2d line; *humanity*, 3d line; *who*, 8th line; *heat*, 10th line; and *anchors*, 11th line.
6. (a) Parse *too*, 1st line; *all*, 3d line; *breathless*, 5th line; and *who*, 8th line.
 (b) Decline *years*, 4th line; and *who*, 5th line.
7. Decline the personal pronouns in this selection.
8. What part of speech is *what* wherever used in this selection?
9. Specify the dependent propositions (or clauses) and give the use of each.
10. (a) Give the adjective and adverbial forms of the words *humanity*, *fear*, *hope*.
 (b) Express in your own words, and as clearly and concisely as possible, the thought expressed in lines 6 to 10, inclusive.

ENTRANCE EXAMINATION, SEPTEMBER, 1893.

FIRST DAY.

Arithmetic.

1. Find the greatest common divisor, and the least common multiple of 90, 150, and 486.
2. I bought a house and paid $\frac{1}{3}$ of the purchase-price down and $\frac{2}{5}$ of the price one year later. The two payments amounted to \$43,780; what was the total price of the house?
3. Divide two-tenths by four ten-millionths.
4. How many bushels of wheat will a bin contain, whose dimensions are 10 feet, 8 feet, and 6 feet?
5. How many yards of carpeting, one yard wide, will be required to cover the floor of a room 15 by 18 feet?
6. If a post stands $\frac{1}{4}$ in the ground $\frac{2}{5}$ in the water, and 14 feet in the air, how long is the post?
7. If a discount on goods at 5% amounts to \$16.30, how many dollars worth of goods is bought?

8. Find the interest of \$250 from January 2, 1893, to November 10 of the same year, at 6%?
9. Find the present worth and the true discount of a debt of \$619.50, due in six months and 15 days, without interest, money being worth 6%.
10. Divide 3948 into three parts which shall be to each other as 3, 4, and 5.

Geography.

1. Through what grand divisions and three large islands does the Equator pass?
2. Of how many States and Territories does the United States consist? What is its general form of government? Into what three branches is the government divided? Bound the United States. Give its area and population.
3. Beginning at the northeast, name in order the States (with capitals) that border on New York.
4. In what zones is South America? Name the countries (with capitals) that border on Brazil.
5. Define climate. Name four conditions on which climate depends.
6. Where are the British Isles? Of what divisions do they consist? Give three important facts about England.
7. Name five important rivers of Europe.
8. Name five countries of Asia.
9. What two oceans, two seas and two straits border on Africa? What countries are separated by the two straits?
10. Locate the most important seal fisheries in the world; the Yellowstone National Park; the Yosemite Valley; Niagara Falls; the Mammoth Cave.

Grammar.

"The baron had already left the hall. When the priest stepped into the court-yard, and as he put his foot in the stirrup, he saw to his surprise that his host had already mounted another horse, and was waiting for him, himself ready equipped for a winter's expedition"

—[E. E. HALE.]

The first six questions refer to the selection.

1. Indicate the clauses by naming the subject and predicate of each.
2. Tell the voice of each verb.
3. Give the synopsis of *had left* in the first person, singular number.
4. Write the principal parts of the verbs.
5. Parse *foot, saw, that, was waiting, and winter's*.
6. Make a list of all the pronouns and decline the different ones.
7. Write the plurals of the following nouns: boy, lady, thief, son-in-law, spoonful, and brother.
8. Correct the following and give reasons:
 - (a) I think that it was them.
 - (b) The boy and his father was both in the boat when it come down the river.
 - (c) Your friend has spoke about the matter.
9. Define a transitive verb and give an example. Express a verb in both the active and the passive voice.
10. Define an adverb. Write sentences containing three different kinds of adverbs.

SECOND DAY.

Arithmetic.

1. What prime factors are common to 126, 196 and 238?
2. If $2\frac{1}{2}$ lbs. of honey cost \$ $\frac{3}{4}$, how much can be bought for \$10?
3. If a farm is worth \$5,500, and A owns $\frac{5}{12}$ of it, what part of his share should he sell for \$825?
4. Multiply 7936 ten-thousandths by 390 and 625 thousandths.
5. A field is 165 rods long, and its breadth is $\frac{3}{5}$ its length; find the area of the field.
6. Sold berries at 6 cents a pint and received \$15.12; how many bushels were sold?

7. What is the value of a pile of wood 120 feet long, 16 feet wide, and 8 feet high, at \$4.50 per cord?
8. What is the principal, when the amount at the end of three years at 4 %, is 448?
9. A collector deducts his commission of 2% from a bill; if the balance is \$1,960, what was the face of the bill?
10. For what sum must a note due in 90 days, without interest, be drawn, in order that \$300 may be received at a bank, when it is discounted at 6 %?

Geography.

1. Name the grand divisions and the zones in which each grand division is situated.
2. What oceans wash the coast of Asia? What ocean is the highway of trade and travel between Europe and America? Between California and Japan Islands?
3. Locate in order of size the five largest cities of the United States.
4. Name ten rivers of the United States.
5. Name the five great powers of Europe and the form of government of each.
6. Locate the following islands: Cuba; the Bumudas; the Hawaiian; Sicily; Borneo.
7. Name the countries (with capitals) of Europe, Asia and Africa that border on the Mediterranean Sea.
8. Name five important productions of South America. Give five facts about Mexico.
9. Name two countries of Asia, two rivers, two cities, and four articles of export.
10. Name the bodies of water on which a steamer would sail in going from Buffalo to Chicago.

Grammar.

When freedom from her mountain height
 Unfurled her standard to the air,
 She tore the azure robe of night,
 And set the stars of glory there;
 She mingled with its gorgeous dyes
 The milky baldrick of the skies,
 And marked its pure, celestial white
 With streakings of the morning light.

The first seven questions refer to the selection.

1. Indicate the clauses by naming the subject and predicate of each.
2. Select the phrases and tell what word each modifies.
3. Give the principal parts of all the verbs.
4. Compare the adjectives that can be compared.
5. Give the synopsis, in the third person, singular, of the verb *set*.
6. Change each verb to the passive voice.
7. Parse *when* in the first line, *her* in the second line, *and* and *there* in the fourth line, and *mingled* in the fifth line.
8. Decline I, thou, he, she, it, and who.
9. Write the plural of boy, maid, lady, mouse, beef, and memorandum.
10. Correct the following and give reasons:
 - (a) I come yesterday but I soon see that I was too late.
 - (b) No one knew that it was them.
 - (c) He is the strongest of the two but not the wisest.

EXHIBIT NO. 5.

AMERICAN MUSEUM OF NATURAL HISTORY.

REPORT OF PROFESSOR ALBERT S. BICKMORE.

AMERICAN MUSEUM OF NATURAL HISTORY.

REPORT OF PROFESSOR ALBERT S. BICKMORE.

HON. JAMES F. CROOKER, *Superintendent of Public Instruction* :

Sir.—I have the honor to submit the following report for the present year in relation to the instruction provided by chapter 6 of the Laws of 1893.

Means not having been provided the previous year for continuing our system of aiding the teachers of our city and State, the following bill was introduced in the early days of the last session of the Legislature and was so promptly passed and approved by the Governor that it forms the sixth chapter of the acts which became law last winter.

(Chapter 6, of the Laws of 1893.)

AN ACT to continue free instruction in natural history, geography and kindred subjects to certain institutions, and making an appropriation therefor.

APPROVED January 26, 1893.

The People of the State of New York, represented in Senate and Assembly, do enact as follows :

Section 1. The state superintendent of public instruction is hereby authorized to enter into an agreement with the American museum of natural history, in the city of New York, for continuing the instruction in natural history, geography and kindred subjects to the several state normal schools, the normal college of the city of New York, the training school for teachers in the city of Brooklyn, the teachers' institutes in the different counties of the state, and to the teachers in the common schools of the city of New York, Brooklyn and vicinity, authorized by chapter four hundred and twenty-eight of the laws of eighteen hundred and eighty-six, by chapter three hundred and thirty-seven of the laws of eighteen hundred and eighty-eight, and by chapter forty-three of the laws of eighteen hundred and ninety-one for the further term of four years from the first day of January, eighteen hundred and ninety-three.

§ 2. Said instruction may include free illustrated lectures to artizans, mechanics and other citizens, on such legal holidays as the State Superintendent and museum authorities may agree upon.

§ 3. The sum of eighteen thousand dollars, payable from the free school fund, is hereby appropriated for the preparation for and the support and maintenance of said course of instruction for the year beginning on the first day of January, eighteen hundred and ninety-three; and the sum of eighteen thousand dollars shall be appropriated annually thereafter in the general appropriation bill for the preparation for and the support and maintenance of said course of instruction during the term of the agreement authorized by this act.

In accordance with the above authority the contract between the Department and the Museum was renewed and early in February I began to deliver the following course of ten lectures under your direction:

SPRING OF 1893.

GEOGRAPHY AND ZOÖLOGY.

- No. 151, February 11.—Morocco, Tangier.
- No. 152, February 18.—Mammals of North America.
- No. 153, February 25.—Northern Spain, Burgos.
- No. 154, March 4.—Mammals of South America.
- No. 155, March 11.—Portugal, Lisbon.
- No. 156, March 18.—Mammals of Europe and Northern Asia.
- No. 157, March 25.—Central Spain, Madrid.
- No. 158, April 1.—Mammals of Africa.
- No. 159, April 8.—Southern Spain, The Alhambra.
- No. 160, April 15.—Mammals of India and Australia.

In the regular course of our plan for rendering assistance to the teachers of our public schools we would this autumn study the useful minerals and foods. Fortunately it was decided that the World's Fair should be held in America, and Chicago secured the honor of having it located within her city limits, on the shores of Lake Michigan. At this great Columbian Exposition not only our own minerals and foods but those of all the world would be displayed in unparalleled extent and variety. It was, therefore, decided to improve this, the greatest educational opportunity of the present generation, by means of our system of public education, and I passed nine weeks at the fair, at my own expense, studying the exposition in all its various departments and securing from many photographers and dealers the most complete series of slides that could be procured from all sources, to illustrate our lectures.

We began our autumn course with the design of presenting a new topic each Saturday, but at the first lecture 300 teachers were unable to find standing room within our great auditorium, and at the second lecture 500 more were turned away. In accordance with the advice of the president of our city board of education, of the superintendent of public schools of Brooklyn, and of a prominent educator in the parochial schools of our city, you authorized me to divide my audience into two parts and give a lecture on one Saturday to "Section A." and repeat it the following week to "Section B." and in this way our great hall has been filled twice with educators who have gathered from all this section of the State to listen to the following lectures:

Section A.

AUTUMN OF 1893.

ON ALTERNATE SATURDAYS.

No. 161, October 14.—World's Fairs from London, 1851, to Paris, 1889.

The Columbian Exposition of 1893.

No. 162, October 21.—Its Organization and Administration.

Useful Minerals and Foods.

No. 163, November 4.—Department of Mines and Mining. Iron Copper and Salt.

No. 164, November 18.—Department of Mines and Mining, Silver, Gold and Diamonds.

No. 165, December 2.—Department of Agriculture, Wheat, Rice and Indian Corn.

At the opening of this instruction we were honored with the presence of His Excellency, the Governor, who favored our audience of teachers with the following address, in which he so heartily approves of the educational work we are carrying on under your auspices:

Governor Roswell P. Flower, was present by invitation of Mr. Morris K. Jesup, president of the museum, but Mr. Jesup being necessarily out of town, the Governor was introduced by Professor Bickmore to the audience in the following words:

Professor Bickmore: Teachers and Friends — We give you a cordial greeting as we resume our studies in this hall. In the regular course which we are following in accordance with the requirements of the statutes describing the subjects which are to be taught in the public schools of this city and State, we come to

the useful minerals and foods. Fortunately this summer there has occurred the grandest gathering of the products of this nature that the world has ever seen in the unrivalled fair by the shores of Lake Michigan, at Chicago. I have, therefore, availed myself of this unexampled occasion, the great educational opportunity of the present generation, to incorporate in our study of the useful minerals and foods the results that can be learned by a careful study at the fair. I have spent nine weeks there, and have traveled, I judge, about 500 miles, within the borders of Jackson Park. We will be able to present to you in a more attractive form than in any preceding course of lectures, the results of these studies.

As we travel through the northern portion of the park, and come into that grand avenue of buildings erected by the different States of the Union, we hear constantly the inquiry made, "What is this grand and appropriate edifice opposite the central portion of the Art Palace?" And those of us who came from the Empire State have had the gratification to explain to the people from other parts of the Union that this fine structure which they are enquiring about is the New York State Building.

When we pass into that grand structure, the largest ever erected, the Building of Manufacturers and Liberal Arts, and come to the focus of the whole at its center, we find there, conspicuously placed, what is probably the grandest exhibition of silverware and jewels that the world has ever seen. They came from our own city.

Likewise, when we pass into the agricultural building, into the mines and mining building, into the Electrical building and into every branch of this gigantic fair, which I shall have the pleasure to place before you, we are gratified with the prominent and honorable part that our citizens and our city and State authorities have taken in this grand celebration.

Among those who have enabled us to feel proud of what the Empire State has been able to exhibit to the country, and to the nations that have gathered from all parts of the world, there is no one who has done so much as the gentleman who has honored us with his presence to-day. I have the honor of introducing to you Governor Flower, of the Empire State.

Governor Flower.—Professor Bickmore, Ladies and Gentlemen, and Teachers of the Common Schools of this vicinity: I expected when I came here this morning to be instructed first by the lecture of Professor Bickmore, in order to get some ideas about which I might say something to you afterwards. He, however, being the professor in this school, has forced me to speak to you first; and were it not that you are teachers, and that I feel somewhat at

home with teachers, having been a teacher myself, and knowing how great and glorious is this occupation, knowing that upon the 30,000 teachers of our common schools in this State depends the perpetuity of our great State, I would not attempt to address you. The mother, when her child is 4 or 5 years of age, puts her in the hands of the teachers of the State, and I know that on you, therefore, depends, more than on anybody else, the rightful use of the powers which nature gives the child. If you can wield these powers in such a way as to make the children govern themselves, if you can teach the children to be governed, if you can teach them our form of government in its rudimentary form, you can make this the most powerful and the greatest government that the world has ever known.

This common school system of ours (of which you are the finished product, because you have gone through the regular gradations of common school, high school and normal college) is the greatest system existing in any State in this Union.

This lecture course is one which I permitted for the teachers of the pupils of this State. It is, like the American Museum, an object lesson to those who can not go abroad, to those who want to have a little better education, to those who want to learn a little more of the world than they can find in the common school books. These lectures, like those to which you are about to listen, put the polish on the pupils of the common schools. After you teachers have heard them you can enlarge the conceptions of your pupils. I presume that many people in New York have never been out of New York island. This is a great country, and I suppose that in the lectures that are delivered here you get enlightened on the Old World as well as the new, and in this way you broaden the views of those you are instructing. Further than this, the people of the State do not like to go in their expenditure of moneys, for the reason that beyond this rich men should take up the effort in the academies, in the colleges, in the universities, and do the polishing which higher education gives. But as far as this the State is bound to go as a police regulation to protect her citizens against all kinds of theories of government except our own.

I am told that in this great city over 300,000 people can not read and write the English language. They come here because this government is an asylum for all the people of the old world. We bid them welcome; but we ask them merely to put their children into our common schools; and no matter what their brogue is, whether it is Irish, German, Scotch, Swedish, Norwegian, Dutch, or what else it is, we ask them to put their children in this hopper of the common schools, knowing that their brogue

will be rubbed off in a year, and they will become able and good American citizens. The people of this State and of this Union will then possess the right kind of blood, drawing it from the rich ancestry of the Old World and mixing it with the new, making this one of the greatest nations in the world. And if the children are properly taught in these common schools, no matter what their brogue was six months or a year before they entered them, they will soon be taught to snuggle up beside the American boy, and then they will march on through life as scholars and teachers themselves. After they have been here a few years, as far as they are concerned, this government will be safe; for the reason that the flag that floats above the schoolhouse is known, and the principles that it represents are appreciated by every pupil and by every teacher in the schools; and no matter whence trouble comes, whether from internal strife or from abroad, whenever the government is in danger, the boys and girls who have been taught in these schools will rally to the defense of the flag, of the Union and of the government.

This the American people have thought to be the strongest safeguard of government possible — to spend their money in educating the children in the school district, in the town, in the village, in the county, in the city, and in the State. They believe that the State which has all these educational facilities thrown around its children buttresses the general government with the strongest kind of guarantee against all attacks.

Let me, for instance, illustrate the two forms of republics. Take France, in 1870; she was what I call a consolidated republic. The president of the republic appointed the different governors, the different mayors and the different officers throughout France, while we elect them by the people. In 1870, when the Germans wanted to take France, what did they do? They put their army around Paris, and when Paris capitulated France lay prostrate in their grasp. They demanded an indemnity, and it was paid, and until then they would not leave Paris. Why? Because when the Germans had captured Paris they had captured all that there was of the republic.

Ours is a different kind of a republic. In 1812, the British captured Washington; they burned it; but they did not capture the republic. When the confederates, in 1861 to 1865, attempted to march around Washington, and take it, by way of Antietam and Gettysburgh, did they capture the republic? No. Why? Because the strength of this republic lay in the school district; in the village; in the town; in the county; in the city, and in the State. The farmers' and merchants' boys throughout this broad

land, when the Confederates attempted to capture Washington, rallied in their might, because they knew they were living under the freest and the best government that the world had ever seen; and when they rallied to the defense of that government the enemies of the republic, instead of taking Washington, landed on the Gulf, and the Union was saved for all.

The State of New York is spending \$19,000,000 for common schools. Greater facilities are offered in this respect in this State than in any other State in the Union. About \$7,000,000, I believe, is paid for higher education, but not by the State. When I was at the World's Fair in October, in my feeble manner trying to arouse the people of this great commonwealth to the idea that they had the greatest State in this Union, and when I happened to remark that New York was ahead of all the States of the Union in the variety of its agricultural products, and especially in its educational facilities, there was a Boston lady present, and she said: "That Governor of yours doesn't give the Almighty credit for anything!" You know, if there is anybody around from Massachusetts, and you don't own right up that Massachusetts is ahead on educational facilities, why there is trouble right off. So, when I came home, I took up the statistics, and I found that in Brooklyn, including the Pratt Institute, in that city alone, more people had been graduated from educational institutions than in all of Boston and all of Cambridge.

As the professor will show you, if he goes into the minutiae of what New York State has at the World's Fair, I am sure that he will make you all feel proud of our State. Why, in the cereal department, in the grains and provisions shown there, there is the prettiest and most unique show of the whole building. There is no corn-cob palace, but there are twenty-eight different kinds of wheat; there are nine different kinds of spring wheat, twenty-seven different kinds of oats, eleven different kinds of barley, twelve different kinds of rye, and thirty different kinds of corn, and so on down through the list. The hop culture, from the time men commence to plant the hop till they pick it and bale it, is shown there. The present generation don't know what flax is, but every grandmother in this State knows what it is; and the flax, from which linen is made is shown you from the seed that makes the flaxseed, through the different processes; and there is the hackle flax and the flax ready to be spun into thread, and from the thread into linen — all made in the State of New York, and all shown in a box not over eight by nine feet in size.

Take maple syrup and maple sugar. They seem to taste better in that little exhibit from New York State than from any other State in this Union! They look better and whiter. When I was

a boy, up in a northern county of New York State (and some of you teachers have probably heard this story), the old people up in the country, around my school district, used to say, when they would take a poor scholar and try to make him do something that he could not do, that you could not make a whistle out of a pig's tail. But I saw four of such whistles out there in our Fair exhibit. And it just shows that anything is possible with the farmers of New York State.

To my surprise I saw the New York State exhibit showing great quantities of honey, twenty-two different varieties, every one of them in fine shape, and the farmers represented there seemed to me to know more about bees than any farmers in all the western prairies, where they have flowers enough to supply all the honey that could be wanted if they had the bees to do the work. But a great product of the State of New York is honey, and we had 40,000 bees in the World's Fair going to and fro from the northeast corner of that building away out on those prairies; and amid this great show of flowers and of landscape gardening that New York State gave them there (the best show of any State in the Union) these bees were gathering honey, and they gathered this summer 250 pounds of honey, and the people there said that the Governor of New York was entitled to a couple of pounds of it, and so he took it home as his part. Our bees — New York State bees — were out there — not western bees! That is one of the features in the Fair. Professor, have you got that in your pictures? I presume now he will have it in. But that was to me one of the wonderful things to see. Hundreds of other things I saw, but I won't enumerate them, because the professor will give you enough to take home to your pupils, I have no doubt, to make them all better.

I am very glad to be here in this building. This is one of the buildings for whose construction I had the honor to sign the bill. I believe it is one of those institutions which the people of New York city want. This it is one of those which the people of New York city want. This audience that is here is a wonder to me, having been, as a business man, down in the lower part of the city nearly all my life, thinking that nothing was going on in the city except around my individual headquarters; and I presume that Mr. Constable, my old friend, who accompanied me here this morning, thinks the same way. This is a new thing to him. No, it is not; because he, with other gentlemen, has advanced this museum and enabled it to reach out through the State and do all the good it can by such a course of lectures as this and by bringing choice selections of specimens from all the countries of the world, so that the people of the United States might see them. In this way this Institution will

prove a lasting good to the people of this city and to the people of this State.

I thank you for your presence here this morning, and I hope that you will all be instructed by the lecture. Having been for the last two or three weeks busily engaged in going around to the country fairs, to the different normal schools of this State, and seeing the general thrift and the general interest taken in education, I feel glad to be here at a teachers' institute, as you might call it, and hope, in the course of my next year in office, to attend more of these teachers' institutes, and see what work they are doing. I have attended many of the different colleges, and I have seen their commencements; but I must say, teachers, that at the normal schools I heard essays, from both the gentlemen and the ladies, who were graduating to become teachers, that were well up to, and some of them very far in advance of the essays of those who were taking the college course.

I will now give way to the professor.

Professor Bickmore.—I am sure I voice the sentiments of every one present when I heartily thank the Governor for his cordial and most encouraging address, to which we have had the pleasure and privilege of listening.

I also give under the auspices of the Department the following "Free Lectures to the People" upon the legal holidays:

WORLD'S FAIR AT CHICAGO.

Thanksgiving Day, November 30, 1893. . . . "The Court of Honor"
Christmas, December 25, 1893. "Our Mineral Wealth"
New Year's, January 1, 1894. "Our Agricultural Resources"
Washington's Birthday, Feb. 22, 1894. . . "The Midway Plaisance"

Doors open at 3 o'clock. Lectures begin at 3.30 p. m.

All are welcome. No tickets are required.

Our citizens usually gather nearly an hour before the appointed time and in a few moments after the doors are opened we generally begin the lecture to an overflowing audience.

A prominent cause of the rapidly increasing popularity of our illustrated instruction probably is the complete electric apparatus we are now using to reproduce our artistically colored views. Through your approval we have been able, during the past summer, to obtain four electric lamps of a new system devised by Dr. Louis Laudy, of Columbia School of Mines, and his brother, Mr. L. C. Laudy, our own photographer.

The brilliancy of the effects which this elaborate apparatus produces has even exceeded our anticipations, and has created such a widespread interest, that instructors from many prominent institutions have attended our lectures and remained to make inquiries and profit by the advice which we are happy to communicate.—The very great interest of the general public, as well as teachers, in the fair is well shown by the following letter:

HALL OF THE BOARD OF EDUCATION, 146 GRAND ST., }
NEW YORK, *December 11, 1893.* }

Prof. ALBERT S. BICKMORE :

My Dear Sir.—I take great pleasure in informing you that the first of the series of four lectures on the World's Fair, which we obtained through your kind co-operation, has met with great approval. It has been delivered six times, so far, and the attendance has been over forty-five hundred. It will be repeated at six more places.

I am now preparing the new course and must assign the dates for the other three lectures, as follows:

Our Mineral Resources, Our Agricultural Resources and the Midway Plaisance. The committee has already made appropriation therefor.

Will you kindly let me know early this week when the slides can be furnished. I sincerely trust that there will be no obstacle in the way of getting them and that the State Superintendent of Instruction will indorse your wise course. By putting the World's Fair lectures in the course of free lectures to the people over 25,000 persons will be enabled to enjoy the results of your research and labor.

With thanks for your co-operation,

I am, very sincerely,

(Signed.)

HENRY M. LEIPZIGER,

Superintendent of Lectures.

With your approval, our city board of education has purchased the above-mentioned duplicate illustrations of our four lectures delivered on the holidays, and I have been happy to aid them in thus spreading abroad the results of my studies at the Fair, without compensation of any kind.

We have supplied from our fund a general lecture on the Fair to each of the five institute conductors.

Our instruction has, therefore, been rapidly extending, until now we reach directly at the museum, or indirectly through the

institute conductors and the free lectures under the auspices of our city board of education and the able management of Dr. H. M. Leipziger, over 100,000 of the educators and citizens of our commonwealth. This important work may thus be briefly summarized:

Twenty lectures at the museum to teachers	18,000
Four "free lectures to the people" at the museum on the legal holidays	4,000
A general lecture on the World's Fair, selected from Professor Bickmore's illustrations, and delivered at 110 teachers' institutes by the five institute conductors of the State (official estimate)	50,000
A course of eight lectures given by Professor Bickmore to the members of the museum under the auspices of the board of trustees	6,000
Four lectures selected from Professor Bickmore's course on the World's Fair, and repeated at twelve different places in New York city under the auspices of the board of education (official estimate)	25,000
Total	103,000

We have supplied each of the State Normal Schools from our fund, with our lecture No. 67, on India, and a similar series of seventy-two slides upon Forestry, made up from lectures No. 122 and 124. We have also already furnished a very complete apparatus for making oxygen gas and pumping it and hydrogen gas into steel cylinders, previously provided, to nearly all of the institutions mentioned in the law, and our assistant, Mr. L. C. Laudy, is now engaged in installing this apparatus at each place and giving an officer of each school full instructions in the manipulation of the apparatus.

This important addition, or its equivalent in value, to what we have previously furnished, will enable each normal school to provide its own gases at such a merely nominal cost that it will greatly aid them in the constant use of the slides we have been supplying for a number of years.

Respectfully submitted,

ALBERT S. BICKMORE.

Professor in charge of the Department of Public Instruction in the American Museum of Natural History, Central Park.

New York, December 22, 1893.

EXHIBIT NO. 6.

SCHOOL COMMISSIONERS.

1. NAMES AND POST-OFFICE ADDRESSES.
 2. SCHOOL COMMISSIONER DISTRICTS.
 3. DEPARTMENT CIRCULAR.
 4. WRITTEN REPORTS.
 5. TABULATED LIST OF SCHOOL DISTRICTS WHICH HAVE FAILED TO COMPLY WITH THE LAW IN REFERENCE TO "HEALTH AND DECENCY."
 6. LIST OF SUPERINTENDENTS AND PRINCIPALS OF GRADED SCHOOLS OF TWO OR MORE DEPARTMENTS.
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LIST OF SCHOOL COMMISSIONERS.

I. List of School Commissioners of the State of New York for the Term Commencing January 1, 1894, with Post-office Addresses.

COUNTIES.	Districts.	Names.	Post-offices.
Albany	1	Garrett P. Van Wie	Weinple.
	2	George R. De Silva	Preston Hollow.
	3	James R. Main*	Guilderland.
Allegany	1	Frank H. Bluestone	Canaseraga.
	2	Stephen Pollard*	Belmont.
Broome	1	John W. Kniskern*	Deposit.
	2	Erwin B. Whitney	Chenango Forks.
Cattaraugus	1	Frank H. Chapin	Hinsdale.
	2	Miss Martha Van Rensselaer	Randolph.
Cayuga	1	George A. Cooper*	Martville.
	2	Nelson J. Adams*	Fleming.
Chautauqua	1	Clyde C. Hill*	Clymer.
	2	Wilfield A. Holcomb*	Ripley.
	3	James R. Flagg*	Frewsburg.
Chemung	1	John T. Smith*	Horseheads.
Chenango	1	Dennis Thompson*	Standro.
	2	Charles Clinton*	Smithville Flats.
Clinton	1	Seth S. Allen	Peru.
	2	Fred E. Duffy	Mooers.
Columbia	1	John W. Scott	Taghkanic.
	2	John D. Mickle	Chatham.
Cortland	1	Nathan L. Miller	Cortland.
	2	Henry I. Van Heusen†	Truxton.
Delaware	1	Frank L. Ostrander	Masonville.
	2	Hugh Adair	Davenport.
Dutchess	1	Luke D. Wyobbs	Glenham.
	2	Luther L. Stillman	Red Hook.
Erie	1	Irving D. Eckerson*	Akron.
	2	James F. Ryther	West Seneca.
	3	Charles W. Ticknor	Springville.
Essex	1	Frank B. Wickes†	Elizabethtown.
	2	Charles H. Wilson*	Schroon Lake.
Franklin	1	Martin E. McClary*	Malone.
	2	Willard F. Hyde	North Banger.
Fulton	1	Willis E. Leek	Lassellsville.
Genesee	1	William J. Barr*	Batavia.
Greene	1	Charles E. Thomas	Haines Falls.
	2	Hiram Bogardus	Coxsackie.
Hamilton	1	George A. McCoy*	Sagville.
Herkimer	1	Owen S. Williams	Norway.
	2	Ellis D. Elwood*	Jordanville.
Jefferson	1	S. Whitford Maxson*	Adams Centre.
	2	J. Frank La Rue*	Philadelphia.
	3	Frederick C. De Mund*	Bath Beach.
Kings	1	Charles D. Hill	Port Leyden.
Lewis	1	Lewis A. Twining	Copenhagen.
	2	James D. Sullivan*	Livonia.
Livingston	1	Samuel L. Whitlock	Springwater.
	2	Rollin C. Francis*	Morrisville.
Madison	1	Lincoln A. Parkhurst	Canastota.
	2	A. Worth Palmer	Fairport.
Monroe	1	Chauncey Brainard*	Chili Station.

* Re-elected.

‡ Election in litigation.

† Has had previous experience.

LIST OF SCHOOL COMMISSIONERS — (*Continued*).

COUNTIES.	Districts	Names.	Post-offices.
Montgomery	1	John H. Weinmann*	Fonda.
Niagara	1	Arch C. Scoby*	North Ridge
	2	Charles N. Hoffman*	Ransomville.
Oneida	1	Miss Cora A. Davis.	Whitesboro.
	2	Frederick P. Peirce	Bridgewater.
	3	Selden L. Harding	Camden.
	4	James McCullough*	Remsen.
Onondaga	1	Matthew G. Frawley	Baldwinsville.
	2	Alfred F. Presley	Skaneateles.
	3	Newton F. Benedict	Fabius.
Ontario	1	LeGrand L. Morse*	Victor
	2	Hiram C. Case	Allen's Hill.
Orange	1	Charles Rivenburg	Central Valley.
	2	Willard M. Clark*	Middletown.
Orleans	1	Elbert O. Smith	Kendall.
Oswego	1	Arthur W. Wiltsie*	Hannibal.
	2	Hanford L. Stanton*	Central Square.
	3	Ferdinand E. Smith*	Sandy Creek.
Otsego	1	Charles H. Parshall	Cooperstown.
	2	Ulysses G. Welch	Edmeston.
Putnam	1	James E. Towner	Towners.
Queens	1	Francis R. Clair	College Point.
	2	James S. Cooley	Glen Cove.
Rensselaer	1	Byron F. Clark	Hoosick Falls.
	2	Lewis N. S. Miller*	East Schodack.
Richmond	1	Hubbard R. Yetman	Tottenville.
Rockland	1	George A. Blauvelt	Monsey
St. Lawrence	1	George G. Royce	Heuvelton.
	2	Charles S. Plank*	Waddington.
	3	Frederick R. Smith*	Norwood.
Saratoga	1	George H. West*	Galway.
	2	A. Edson Hall*	Saratoga Springs.
Schenectady	1	John H. Veeder	South Schenectady.
Schoharie	1	James K. Alverson†	Middleburgh.
	2	Robert E. Sternberg*	Cobleskill.
Schuyler	1	Jabez L. Buck	Sugar Hill.
Seneca	1	Francis S. Godfrey†	Waterloo.
Steuben	1	Edwin C. Smith	Hammondsport.
	2	Howard B. Harrison*	Borden.
	3	Charles Marlatt	Troupsburgh.
Suffolk	1	Charles H. Howell*	Riverhead.
	2	Charles W. Fordham	Bay Shore.
Sullivan	1	John Z. Twichell*	Barryville.
	2	Monroe H. Wright	Livingston Manor.
Tioga	1	Leon O. Wiswell*	Nichols.
Tompkins	1	Charles Van Marter*	Newfield.
	2	Miss Ella Gale†	Groton.
Ulster	1	John J. Moran*	Kingston.
	2	Millard W. Baldwin	Port Ewen.
	3	Edward C. Douglas*	Ellenville.
Warren	1	Miss Roxie G. Tuttle	Glens Falls.
Washington	1	William H. Dennis	Greenwich.
	2	Miss Myra L. Ingalsbe	Hartford.
Wayne	1	Samuel Cosad	Huron.
	2	Freeman Pintler	Ontario.
Westchester	1	Walter S. Allerton	Mount Vernon.
	2	Farrington M. Thompson	White Plains.
	3	Timothy C. Adams*	Bedford Station.
Wyoming	1	Merritt B. Hale	Warsaw.
	2	Frank W. McElroy*	Bliss.
Yates	1	Llewellyn J. Barden*	Gage.

* Re-elected.

† Has had previous experience.

‡ Elected November, 1892.

2. School Commissioner Districts in the State of New York January 1, 1894.

The districts as organized in the different counties on the 1st day of January, 1894, are as follows:

ALBANY COUNTY :

FIRST DISTRICT.—Towns of Bethlehem, Coeymans, New Scotland.

SECOND DISTRICT.—Towns of Berne, Rensselaerville, Westerlo.

THIRD DISTRICT.—Towns of Knox, Guilderland, Watervliet.

The city of Albany is organized under a special school act.

The city of Cohoes is organized under a special school act.

ALLEGANY COUNTY :

FIRST DISTRICT.—Towns of Allen, Almond, Angelica, Belfast, Birdsall, Burns, Canadea, Centerville, Granger, Grove, Hume, New Hudson, Rushford, West Almond,

SECOND DISTRICT.—Towns of Alfred, Alma, Amity, Andover, Bolivar, Clarksville, Cuba, Friendship, Genesee, Independence, Scio, Ward, Wellsville, Willing, Wirt.

BROOME COUNTY :

FIRST DISTRICT.—Towns of Chenango, Colesville, Conklin, Kirkwood, Fenton, Stanford, Windsor.

SECOND DISTRICT.—Towns of Barker, Binghamton, Dickinson, Lisle, Maine, Nanticoke, Triangle, Union, Vestal.

The city of Binghamton is organized under a special school act.

CATTARAUGUS COUNTY :

FIRST DISTRICT.—Towns of Allegany, Ashford, Ellicottville, Farmersville, Franklinville, Freedom, Hinsdale, Humphrey, Ischua, Lyndon, Machias, Olean, Portville, Yorkshire.

SECOND DISTRICT.—Towns of Carroltown, Coldspring, Conewango, Dayton, East Otto, Elko, Great Valley, Leon, Little Valley, Mansfield, Napoli, New Albion, Otto, Perrysburgh, Persia, Randolph, Red House, Salamanca, South Valley.

CAYUGA COUNTY :

FIRST DISTRICT.—Towns of Brutus, Cato, Conquest, Ira, Mentz, Montezuma, Sennett, Sterling, Throop, Victory.

SECOND DISTRICT.—Towns of Aurelius, Fleming, Genoa, Ledyard, Locke, Moravia, Niles, Owasco, Scipio, Sempronius, Snmmer Hill, Springport, Venice.

The city of Auburn is organized under a special school act.

CHAUTAUQUA COUNTY :

FIRST DISTRICT.—Towns of Busti, Chautauqua, Clymer, French Creek, Harmony, Mina, Sherman.

SECOND DISTRICT.—Towns of Arkwright, Hanover, Pomfret, Portland, Ripley, Sheridan, Villenova, Westfield.

THIRD DISTRICT.—Towns of Corroll, Charlotte, Cherry Creek, Ellery, Ellicott, Ellington, Gerry, Kiantone, Poland, Stockton.

The city of Dunkirk is organized under a special school act.

The city of Jamestown is organized under a special school act.

CHEMUNG COUNTY :

Comprises a single district.

The city of Elmira is organized under a special school act.

CHENANGO COUNTY :

FIRST DISTRICT.—Towns of Columbus, Lincklaen, New Berlin, North Norwich, Norwich, Otselic, Pharsalia, Pitcher, Plymouth, Sherburne, Smyrna.

SECOND DISTRICT.—Towns of Afton, Bainbridge, Coventry, Greene, German, Guilford, McDonough, Oxford, Preston, Smithville.

CLINTON COUNTY :

FIRST DISTRICT.—Towns of Ausable, Black Brook, Dannemora, Peru, Plattsburgh, Saranac, Schuyler Falls.

SECOND DISTRICT.—Towns of Altona, Beekmantown, Champlain, Chazy, Clinton, Ellenburgh, Mooers.

COLUMBIA COUNTY :

FIRST DISTRICT.—Towns of Ancram, Claverack, Clermont, Copake, Gallatin, Germantown, Greenport, Livingston, Taghkanick.

SECOND DISTRICT.—Towns of Austerlitz, Canaan, Chatham, Ghent, Hillsdale, Kinderhook, New Lebanon, Stockport, Stuyvesant.

The city of Hudson is organized under a special school act.

CORTLAND COUNTY :

FIRST DISTRICT.—Towns of Cincinnatus, Cortlandville, Freetown, Hartford, Lapeer, Marathon, Virgil, Willett.

SECOND DISTRICT.—Towns of Cuyler, Homer, Preble, Scott, Solon, Taylor, Truxton.

DELAWARE COUNTY :

FIRST DISTRICT.—Towns of Colchester, Deposit, Franklin, Hampden, Hancock, Masonville, Sidney, Tompkins, Walton.

SECOND DISTRICT.—Towns of Andes, Bovina, Davenport, Delhi, Harpersfield, Kortright, Meredith, Middletown, Roxbury, Stamford.

DUTCHESS COUNTY :

FIRST DISTRICT.—Towns of Amenia, Beekman, Dover, East Fishkill, Fishkill, LaGrange, Northeast, Pawling, Pine Plains, Stamford, Union Vale, Wappinger, Washington.

SECOND DISTRICT.—Towns of Clinton, Hyde Park, Milan, Pleasant Valley, Poughkeepsie, Red Hook, Rhinebeck.

The city of Poughkeepsie is organized under a special school act.

ERIE COUNTY :

FIRST DISTRICT.—Towns of Alden, Amherst, Cheektowaga, Clarence, Grand Island, Lancaster, Newstead, Tonawanda.

SECOND DISTRICT.—Towns of Aurora, East Hamburg, Eden, Elma, Evans, Hamburg, Marilla, Wales, West Seneca.

THIRD DISTRICT.—Towns of Boston, Brant, Colden, Concord, Collins, Holland, North Collins, Sardinia.

The city of Buffalo is organized under a special school act.

ESSEX COUNTY :

FIRST DISTRICT.—Towns of Chesterfield, Elizabethtown, Essex, Jay, Keene, Lewis, North Elba, St Armand, Willsborough, Wilmington.

SECOND DISTRICT.—Towns of Crown Point, Minerva, Moriah, Newcomb, North Hudson, Schroon, Ticonderoga, Westport.

FRANKLIN COUNTY :

FIRST DISTRICT.—Towns of Belmont, Brighton, Burke, Chateaugay, Duane, Franklin, Harrietstown, Malone.

SECOND DISTRICT.—Towns of Altamont, Bangor, Bombay, Brandon, Constable, Dickinson, Fort Covington, Moira, Waverly, Westville.

FULTON COUNTY :

Comprises a single district, excluding Gloversville.

The city of Gloversville is organized under a special school act.

GENESEE COUNTY :

Comprises a single district,

GREENE COUNTY :

FIRST DISTRICT.—Towns of Athens, Cairo, Catskill, Halcott, Hunter, Jewett, Lexington.

SECOND DISTRICT.—Towns of Ashland, Cossackie, Durham, Greenville, New Baltimore, Prattsville, Windham.

HAMILTON COUNTY :

Comprises a single district.

HERKIMER COUNTY :

FIRST DISTRICT.—Towns of Fairfield, Herkimer, Little Falls, Manheim, Newport, Norway, Ohio, Russia, Salisbury, Wilmurt.

SECOND DISTRICT.—Towns of Columbia, Danube, Frankfort, German Flats, Litchfield, Schuyler, Stark, Warren, Winfield.

JEFFERSON COUNTY :

FIRST DISTRICT.—Towns of Adams, Ellisburgh, Le Ray, Lorraine, Pamela, Rodman, Watertown, Worth.

SECOND DISTRICT.—Towns of Alexandria, Antwerp, Champion, Philadelphia, Rutland, Theresa, Wilna.

THIRD DISTRICT.—Towns of Brownville, Cape Vincent, Clayton, Henderson, Hounsfield, Lyme, Orleans.

The city of Watertown is organized under a special school act.

KINGS COUNTY :

Comprises a single district, excluding Brooklyn.

The city of Brooklyn is organized under a special school act.

LEWIS COUNTY:

FIRST DISTRICT.—Towns of Greig, High Market, Lewis, Leyden, Lyonsdale, Martinsburgh, Osceola, Turin, West Turin.

SECOND DISTRICT.—Towns of Croghan, Denmark, Diana, Harrisburgh, Lowville, Montague, New Bremen, Pinckney, Watson.

LIVINGSTON COUNTY:

FIRST DISTRICT.—Towns of Avon, Caledonia, Conesus, Geneseo, Groveland, Leicester, Lima, Livonia, York.

SECOND DISTRICT.—Towns of Mount Morris, North Dansville, Nunda, Ossian, Portage, Sparta, Springwater, West Sparta.

MADISON COUNTY:

FIRST DISTRICT.—Towns of Brookfield, De Ruyter, Eaton, Georgetown, Hamilton, Lebanon, Madison, Nelson.

SECOND DISTRICT.—Towns of Cazenovia, Fenner, Lenox, Smithfield, Stockbridge, Sullivan.

MONROE COUNTY:

FIRST DISTRICT.—Towns of Brighton, Henrietta, Irondequoit, Mendon, Penfield, Perrinton, Pittsford, Rush, Webster.

SECOND DISTRICT.—Towns of Clarkson, Chili, Gates, Greece, Handlin, Ogden, Parma, Riga, Sweden, Wheatland.

The city of Rochester is organized under a special school act.

MONTGOMERY COUNTY:

Comprises a single district.

NEW YORK COUNTY:

New York city is organized under a special school act.

NIAGARA COUNTY:

FIRST DISTRICT.—Towns of Cambria, Lockport, Pendleton, Royalton, Wheatfield.

SECOND DISTRICT.—Towns of Hartland, Lewiston, Newfane, Niagara, Porter, Somerset, Wilson.

The city of Lockport is organized under a special school act.

The city of Niagara Falls is organized under a special school act.

ONEIDA COUNTY:

FIRST DISTRICT.—Towns of Deerfield, Floyd, Marcy, New Hartford, Whitestown.

SECOND DISTRICT.—Towns of Augusta, Bridgewater, Kirkland, Marshall, Paris, Sangerfield, Vernon, Westmoreland.

THIRD DISTRICT.—Towns of Camden, Florence, Verona, Vienna.

FOURTH DISTRICT.—Towns of Annsville, Ava, Boonville, Forestport, Lee, Remsen, Steuben, Trenton, Western.

The city of Utica is organized under a special school act.

The city of Rome is organized under a special school act.

ONONDAGA COUNTY:

FIRST DISTRICT.—Towns of Camillus, Clay, Elbridge, Lysander, Salina, Van Buren.

SECOND DISTRICT.—Towns of Geddes, Marcellus, Onondaga, Otisco, Skaneateles, Spafford, Tully.

THIRD DISTRICT.—Towns of Cicero, DeWitt, Fabius, Lafayette, Manlius, Pompey.

The city of Syracuse is organized under a special school act.

ONTARIO COUNTY:

FIRST DISTRICT.—Towns of Farmington, Geneva, Gorham, Hopewell, Manchester, Phelps, Seneca.

SECOND DISTRICT.—Towns of Bristol, Canadice, Canandaigua, East Bloomfield, Naples, Richmond, South Bristol, Victor, West Bloomfield.

ORANGE COUNTY:

FIRST DISTRICT.—Towns of Blooming Grove, Cornwall, Highlands, Monroe, Montgomery, Newburgh, New Windsor, Tuxedo, Woodbury.

SECOND DISTRICT.—Towns of Chester, Crawford, Deerpark, Goshen, Greenville, Hamptonburgh, Minisink, Mount Hope, Wallkill, Warwick, Wawayanda.

The city of Newburgh is organized under a special school act.

The city of Middletown is organized under a special school act.

ORLEANS COUNTY:

Comprises a single district.

OSWEGO COUNTY:

FIRST DISTRICT.—Towns of Granby, Hannibal, New Haven, Oswego, Scriba, Volney.

SECOND DISTRICT.—Towns of Amboy, Constantia, Hastings, Palerino, Parish, Schroepfel, West Monroe.

THIRD DISTRICT.—Towns of Albion, Boylston, Mexico, Orwell, Redfield, Richland, Sandy Creek, Williamstown.

The city of Oswego is organized under a special school act.

OTSEGO COUNTY:

FIRST DISTRICT.—Towns of Cherry Valley, Decatur, Exeter, Maryland, Middlefield, Otsego, Plainfield, Richfield, Roseboom, Springfield, Westford, Worcester, Westchester

SECOND DISTRICT.—Towns of Burlington, Butternuts, Edmeston, Hartwick, Laurens, Milford, Morris, New Lisbon, Oneonta, Otego, Pittsfield, Unadilla.

PUTNAM COUNTY:

Comprises a single district.

QUEENS COUNTY:

FIRST DISTRICT.—Towns of Flushing, North Hempstead, Oyster Bay.

SECOND DISTRICT.—Towns of Hempstead, Jamaica, Newtown.

The city of Long Island City is organized under a special school act.

RENSSELAER COUNTY:

FIRST DISTRICT.—Towns of Brunswick, Grafton, Hoosick, Lansingburgh, Petersburg, Pittstown, Schaghticoke.

SECOND DISTRICT.—Towns of Berlin, East Greenbush, Greenbush, Nassau, North Greenbush, Poestenkill, Sand Lake, Schodack, Stephentown.

The city of Troy is organized under a special school act.

RICHMOND COUNTY:

Comprises a single district.

ROCKLAND COUNTY:

Comprises a single district.

ST. LAWRENCE COUNTY:

FIRST DISTRICT.—Towns of DeKalb, DePeyster, Fine, Fowler, Gouverneur, Hammond, Macomb, Morristown, Oswegatchie, Pitcairn, Rossie.

SECOND DISTRICT.—Towns of Canton, Clare, Clifton, Colton, Edwards, Hermon, Lisbon, Madrid, Norfolk, Pierrepont, Russell, Waddington.

THIRD DISTRICT.—Towns of Brasher, Hopkinton, Lawrence, Louisville, Massena, Parishville, Potsdam, Stockholm.

The city of Ogdensburg is organized under a special school act.

SARATOGA COUNTY:

FIRST DISTRICT.—Towns of Ballston, Charlton, Clifton Park, Galway, Half Moon, Malta, Milton, Providence, Stillwater, Waterford.

SECOND DISTRICT.—Towns of Corinth, Day, Edinburgh, Greenfield, Hadley, Moreau, Northumberland, Saratoga, Saratoga Springs, Wilton.

SCHENECTADY COUNTY:

Comprises a single district.

The city of Schenectady is organized under a special school act.

SCHOHARIE COUNTY:

FIRST DISTRICT.—Towns of Broome, Blenheim, Conesville, Esperance, Gilboa, Middleburgh, Schoharie, Wright.

SECOND DISTRICT.—Towns of Carlisle, Cobleskill, Fulton, Jefferson, Richmondville, Seward, Sharon, Summit.

SCHUYLER COUNTY:

Comprises a single district.

SENECA COUNTY:

Comprises a single district.

STEUBEN COUNTY:

FIRST DISTRICT.—Avoca, Bath, Bradford, Campbell, Cohocton, Prattsburgh, Pulteney, Urbana, Wayne, Wayland, Wheeler.

SECOND DISTRICT.—Addison, Cameron, Caton, Corning, Erwin, Hornby, Lindley, Rathbone, Thurston, Tuscarora, Woodhull.

THIRD DISTRICT.—Dansville, Fremont, Howard, Canisteo, Greenwood, Hartsville, Hornellsville, Jasper, Troupsburgh, West Union.

SUFFOLK COUNTY:

FIRST DISTRICT.—Towns of Easthampton, Riverhead, Southampton, Southold, Shelter Island.

SECOND DISTRICT.—Towns of Babylon, Brookhaven, Huntington, Islip, Smithtown.

SULLIVAN COUNTY:

FIRST DISTRICT.—Towns of Bethel, Cohocton, Delaware, Forestburgh, Highland, Lumberland, Mamakating, Thompson, Tusten.

SECOND DISTRICT.—Towns of Callicoon, Fallsburgh, Fremont, Liberty, Neversink, Rockland

TIOGA COUNTY:

Comprises a single district.

TOMPKINS COUNTY:

FIRST DISTRICT.—Towns of Danby, Enfield, Ithaca, Newfield, Ulysses.

SECOND DISTRICT.—Towns of Caroline, Dryden, Groton, Lansing.

The city of Ithaca is organized under a special school act.

ULSTER COUNTY:

FIRST DISTRICT.—Towns of Hurley, Kingston, Kingston city, Saugerties, Ulster.

SECOND DISTRICT.—Towns of Esopus, Gardner, Lloyd, Marbletown, Marlborough, New Paltz, Platteville, Rosendale, Shawangunk.

THIRD DISTRICT.—Towns of Denning, Hardenburgh, Olive, Rochester, Shandaken, Wawarsing, Woodstock.

WARREN COUNTY:

Comprises a single district.

WASHINGTON COUNTY:

FIRST DISTRICT.—Towns of Argyle, Cambridge, Easton, Fort Edward, Greenwich, Jackson, Salem, White Creek.

SECOND DISTRICT.—Towns of Dresden, Fort Ann, Granville, Hampton, Hartford, Hebron, Kingsbury, Putnam, Whitehall.

WAYNE COUNTY:

FIRST DISTRICT.—Towns of Butler, Galen, Huron, Lyons, Rose, Savannah, Sodus, Wolcott.

SECOND DISTRICT.—Towns of Arcadia, Macedon, Marion, Ontario, Palmyra, Walworth, Williamson.

WESTCHESTER COUNTY:

FIRST DISTRICT.—Towns of East Chester, Mamaroneck, New Rochelle, Pelham, Rye, Scarsdale, Westchester.

SECOND DISTRICT.—Towns of Greenburgh, Harrison, Mount Pleasant, North Castle, Ossining, White Plains.

THIRD DISTRICT.—Towns of Bedford, Cortlandt, Lewisboro, New Castle, North Salem, Poundridge, Somers, Yorktown.

The city of Yonkers is organized under a special school act.

WYOMING COUNTY:

FIRST DISTRICT.—Towns of Attica, Bennington, Covington, Middlebury, Orangeville, Perry, Sheldon, Warsaw.

SECOND DISTRICT.—Towns of Arcade, Castle, Eagle, Genesee Falls, Gainesville, Java, Pike, Wethersfield.

YATES COUNTY:

Comprises a single district.

3. DEPARTMENT CIRCULAR.

COMMISSIONERS' WRITTEN REPORTS, 1893.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION,)
 SUPERINTENDENT'S OFFICE,)
 ALBANY, *September 11, 1893.*)

.....

School Commissioner.

SIR.—You will please transmit to this Department, on or before October 15, next, your written report concerning the general condition of the schools under your charge, touching briefly upon such matters as you may desire to bring to my attention.

Your report should be comprised within four pages of legal cap paper, and in its preparation the following suggestions should be observed :

1. Write only on one side of the sheet.
2. Begin first sheet as indicated on blank A inclosed.
3. Consult thirty-ninth annual report as to general form of written report. Formal introductions and conclusions may be omitted.
4. Carefully revise your report, giving special attention to paragraphing, punctuation, etc.
5. Omit two lines between different topics.
6. Do not include in body of your report any of the blanks inclosed except blank A. Reference may be made, however, in your report, to facts shown by the blanks as returned.
7. Return the accompanying blanks properly filled out, with your written report. The following blanks are herewith inclosed :

A. First page of report — General statistics.

B. List of school districts which have not complied with the law in reference to "health and decency" by neglecting to keep outbuildings in "a clean and wholesome condition."

C. Uniform examinations—Statistics for the year.

D. Uniform examinations—List of first grade certificates issued from October 15, 1892, to October 15, 1893.

E. Uniform examinations—List of first grade certificates renewed from October 15, 1892, to October 15, 1893.

F. Lists of superintendents and principals of union or graded schools.

As commissioners' reports must go to the printer by counties in alphabetical order, it is highly important that they should reach the Department promptly at the time indicated in order that the work may not be delayed. Publication can not be guaranteed any report which does not reach the Department at the time specified.

Yours very respectfully,

J. F. CROOKER,

State Superintendent.

4. WRITTEN REPORTS OF SCHOOL COMMISSIONERS.

ALBANY COUNTY — FIRST DISTRICT.

EDWIN HOTALING, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Bethlehem.....	14	29	15	664	64,170	\$25,050	\$2,165,127	\$2,276 98	\$4,780 21	32
Coeymans.....	14	25	17	723	71,425	17,650	1,731,219	2,320 76	4,264 65	17
New Scotland...	16	29	18	616	56,925	13,050	1,761,048	2,389 45	5,302 79	28
Total.....	44	83	50	2,003	192,520	\$55,750	\$5,657,394	\$6,987 19	\$14,347 65	77

General.

With two or three exceptions, there is a decided improvement in the condition of the schools in this commissioner district. The residents are willing and prompt to furnish needed material to make the school-room and surroundings pleasant, and they also demand good teachers. The aggregate attendance of pupils is annually falling off, attributable to our close proximity to the various schools in the city of Albany.

Uniform Grading.

The grading of schools through the course of study prescribed by school commissioners, has been in use the last three years, and gives general satisfaction. The teachers have taken a deep interest in this work, knowing that it is a great help to them in systematically organizing and conducting their schools, and the pupils are encouraged to attend more regularly and do more and better work. From 498 pupils examined in June, I granted 202 certificates and twenty-one diplomas. Teachers were allowed to take into consideration the class standing with the written examination, in reporting to me.

Teachers' Institute.

The teachers' institute was held at Coeyman's Junction, May eighth to twelfth, in charge of Henry R. Sanford, A. M. We were unusually favored this year, not only in the instruction given, but

also in those who addressed the institute. Hon. Jared Sandford, Deputy Superintendent of Public Instruction; Hon. Charles R. Skinner, Supervisor of Institutes and Training Classes, and John L. Sweeney, Inspector of Training Classes, addressed the institute as representatives of the Department. Dr. Milne, Prof. Wetmore and Miss Kate Stoneman, from the Albany Normal College, and Commissioner L. F. Stillman of Cortland, gave valuable assistance.

Suggestions.

I think the change in the annual school meeting is detrimental to the general welfare of rural districts. The newly elected trustee does not have time before school should begin, to make necessary repairs, districts are loath to vote money for any extensive repairs, and where such are made, schools are very late in beginning.

I believe if the annual meeting was held the last Tuesday of June, or the first Tuesday of July, and no school to be in session during July and August, it would be much better. Teachers under existing laws, with only one trustee are too uncertain of their positions, and there is an annual shifting from one school to another with consequent results. Under the present system there should be three trustees.

Town boards should make alterations in school districts.

DELMAR, N. Y.

ALBANY COUNTY — SECOND DISTRICT.

ELIAS YOUNG, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Berne.....	20	39	20	497	36 007	\$8,150	\$972,966	\$2,369 81	\$2 148 74	67
Westerlo	17	29	17	370	28,289	7,250	1,113,675	2,109 69	2,119 50	17
Rensselaerville .	18	20	18	335	26,304	4,200	951,700	2,091 26	2,023 93	21
Total	55	88	55	1,202	90,600	\$19,600	\$3,038,341	\$6,570 76	\$6,291 27	105

General.

It is gratifying to observe an increasing interest manifested in school matters generally in this commissioner district. Trustees are awake to the advantages derived from the employment of the

better grades of teachers and are therefore gradually advancing their wages.

The greatest objection to the successful graduation, or even advancement, of our scholars is the extreme fewness of pupils who attend them. There is an average of less than ten per school in the entire district.

The number of classes required not being diminished in proportion to fewness of numbers, the teacher is not able to interest, or instruct, the reading or recitation class of our scholars, as much as a class of six or more, who would, by both thought and expression, mutually create more profound and varied research.

Arbor Day was generally observed with appropriate exercises. The number of trees planted was 105. Some school grounds being already well filled with trees, the scholars made flower-beds, and fitted up their play-grounds generally.

Most of our schools have the "Stars and Stripes" floating over them.

Our institute, held in May, was indeed a good one. Conductor Sanford was ably assisted by Commissioner John D. Cary, of Richfield Springs. The attendance was good, the teachers attentive, and, I believe, most of them were materially benefited by the instruction there given.

I wish to extend my thanks to the Department for favors and courtesies received.

REIDSVILLE, N. Y.

ALBANY COUNTY—THIRD DISTRICT.

JAMES R. MAIN, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	number of official visits made by commissioner.	Teachers employed for legal term	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Guilderland.....	14	20	19	675	67,418	\$17,410	\$1,386,550	\$2,575 58	\$4,872 92	9
Knox	12	12	12	300	24,224	5,225	596 554	1,446 02	1,415 34	27
Watervliet	26	32	69	3,740	437,913	118,350	10,383,696	11,320 61	28,643 50	30
Total	52	64	100	4,715	529,555	\$140,985	\$12,371,800	\$15,342 21	\$34,931 76	66

General.

In this, my third annual report, I feel justified in saying the steady advancement noted in former years has continued. The interest of the public has increased. School buildings are invariably in good order, and there is a steady improvement in the cleanliness of the outbuildings.

I am pleased to note a growing disposition on the part of school officers to procure charts, maps, etc., affording the latest and best methods of instruction. If there were a more uniform class of text-books still better results would be obtained. One teacher has informed me that with twenty-two pupils on the register she had ten reading classes, and another with twenty-eight pupils had nine classes.

The change from the first to the fourth Tuesday in August for holding the annual meeting does not meet with favor. Complaint is made by officers and teachers that it gives very little time to make selections, as schools generally open September first.

The law requiring district clerks to file with the town clerk the list of officers, with post-office address is not complied with as strictly as it should be. Consequently communications by the commissioner with trustees are often misdirected and delayed. I have made sixty-six official visits during the year, and have held nine examinations with fifty-three candidates in attendance, twenty-one of whom obtained second grade certificates, eighteen passing for third grade, and fourteen having failed. I have recommended five young ladies and one gentleman to the normal schools, four at Albany and two at Oneonta.

Thirty-two districts observed Arbor Day and sixty-six trees were planted.

Of the 111 teachers who have taught during the year, four hold State certificates, twenty-one are normal graduates, and eighty-six were licensed by local officers.

Our institute, held at Altamont May fourth to eighth, inclusive, was very successful. Henry R. Sanford, A. M., conductor, worked faithfully and efficiently, assisted by Professor Milne and other members of the faculty of the Albany Normal College.

GUILDERLAND, N. Y.

ALLEGANY COUNTY -- FIRST DISTRICT.

D. D. DICKSON, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Allen	9	10	15	188	17,120	\$3,355	\$254,630	\$1,032 36	\$570 14	25
Almond.....	10	10	20	336	26,884	5,095	467,143	1,288 75	1,780 10	19
Angelica	8	11	17	332	35,683	9,095	616,074	1,392 78	1,566 31	21
Belfast	7	8	14	363	44,774	10,590	438,199	1,394 94	1,853 60	28
Birdsall	7	9	9	167	14,009	3,385	210 070	813 15	1,057 22	2
Burns.....	9	10	18	416	42,368	12,275	422,200	1,655 48	2,262 38	6
Caneadea	11	12	18	374	31 265	6,830	414,492	1,426 92	1,361 37	3
Centerville	9	5	18	298	21,383	4,075	361,028	1,148 20	802 22	6
Granger	7	7	15	279	21,179	3,240	384 103	954 38	631 81	18
Grove.....	10	12	16	224	17,993	3,845	235 325	1,142 42	850 48	8
Hume	13	16	22	474	47,640	9 650	759,247	1 864 27	2,319 86	17
New Hudson....	12	13	22	312	28,850	6,540	547,505	1 528 46	1,388 88	14
Rushford	13	7	23	421	47,055	10,597	616,885	1,933 50	4,754 75	14
West Almond...	8	9	14	157	12,436	2,610	170,455	891 42	493 55	23
Total.....	133	139	241	4,341	408,647	\$91,182	\$5,897,356	\$18,467 03	\$21,892 67	204

General.

Every year has shown progress and improvement in school matters in this district. School apparatus is being purchased by trustees more extensively now than in any previous year. Repairs are being made, and there are now two new school-houses in process of erection. A few poor school-houses still remain, but they, too, will, I think, soon disappear. Several school-houses have been extensively repaired since school meetings, and a good year is promised. Two districts have made additions to their school-houses, and are now employing two teachers instead of one. Two departments in school districts having from fifty to sixty pupils always work satisfactorily. When the people of such districts understand it thoroughly, the opposition among the thoughtful and progressive always ceases. I attended meetings of two districts for this purpose during the past school year.

I do not think the present library law should continue. It should be repealed. The practice of pro-rating is a serious objection to it. People reporting ten dollars or twenty-five dollars appropriated, expecting to get an equal amount from the State, and then that a third or quarter of that sum is coming to them, are not satisfied. Let them have from the State as much as they appropriate, and I believe that nearly all the districts will avail themselves of the opportunity. The chief effort should be

made and continued in placing dictionaries in the schools. There will be a number of districts, every year, that will purchase them, if encouraged in any way, by public money. If a specific sum, say from five to ten dollars were given to every school district in the State, for the purpose of purchasing dictionaries or other books, and such districts to duplicate it, and report to the Department to that effect, this object would be secured in a very few years.

The uniform system of examination is working satisfactorily. The Department having assumed entire control of temporary licenses and first grade certificates, which constitute a small portion of the certificates issued, and the great volume of responsibility being involved in the second and third grade lists, why should the Department not examine these papers and issue certificates thereon. In six years I have issued twenty-six first grade certificates. In the same time I have issued over a thousand second and third grades. This is where the importance attaches to the mass not to the few.

Our institute, conducted by Professor Stout, was successful. Good, practical, common sense work and suggestions were prominent features of his instruction. In its general results the institute was very satisfactory and profitable.

Again in my annual report I urge the matter of text-book uniformity. The education of the youth is impeded by lack of it. The objection that State uniformity would not give variety, and would tend to narrow readers into a groove, is not valid. Why can not the great State of New York give variety? Even the lack of this would be better than the unlimited number of books put on the market, whose chief merit is cheapness and underselling some one else. The matter of quality and variety of State uniformity is one of detail. It should not prevail against the proposition of establishing State uniformity. I think anything short of State uniformity will be a failure.

School officers feel harassed by and through the frequent changes in school law. What is right one year is wrong next, in their estimation. I think as few changes in school law should be made as is possible, with the necessity of the matter. If trustees were lawyers they might keep pace, but frequently they declare that they do not know what to do, because the law is changed so often. This is especially true of school meeting dates. Annual meetings should be in the fore part of August.

ANGELICA, N. Y.

ALLEGANY COUNTY—SECOND DISTRICT.

STEPHEN POLLARD, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Aggregate days' attendance during year.	Whole number children attending school during year.	Value of school buildings and sites	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Alfred	1	8	9	33,750	338	\$11,525	\$453,431	\$1,108 42	\$2,491 91	9
Alma	2	9	9	28,663	386	6,560	311,649	1,142 58	2,397 97	17
Amity	2	11	15	57,054	519	23,050	938,112	1,878 68	3,568 31	10
Andover	2	8	13	46,854	419	8,000	485,399	1,626 93	2,565 67	20
Bolivar	2	9	15	54,861	495	5,470	639,054	1,980 81	3,263 40	4
Clarksville	2	6	7	16,046	190	4,245	354,730	824 92	869 39	23
Cuba	9	9	16	63,531	549	20,265	1,328,880	2,201 19	3,800 52	9
Friendship	2	10	15	72,904	571	19,925	816,910	2,078 38	7,774 10	10
Genesee	5	5	7	26,669	285	4,000	357,551	746 91	2,601 34	7
Independence ..	1	7	9	33,426	341	5,175	336,829	1,188 76	1,395 86	11
Scio	1	7	8	210 164	152	4,115	428,501	953 92	1,148 10	3
Ward	8	10	8	10,696	172	3,815	252,597	877 89	579 47	15
Wellsville	11	12	23	104,107	1,062	35,000	1,644,714	3,408 13	8,679 48	41
Willing	7	8	7	21,853	263	4,075	239,002	897 30	799 71	4
Wirt	11	11	13	32,534	348	8,785	553,340	1,560 14	1,802 81	14
Total	120	132	174	624,102	6,190	\$164,005	\$9,196,759	\$22,544 96	\$43,738 04	197

General.

The condition of the schools in this commissioner district has undergone no material change since my last annual report was submitted.

On the whole, I think that they are in a fairly prosperous condition.

I would earnestly recommend that the date of holding the annual school meeting be changed to the first Tuesday of August. The vast majority of the districts in this county have only one trustee. It is very desirable that the schools open about the first of September. As the annual meeting is now held toward the last of August, but little time is given for the newly-elected trustee to engage a suitable teacher and to make the proper and necessary arrangements for beginning the work of the school year.

The people of this commissioner district are almost universally dissatisfied with the present date of the annual meeting, while, on the other hand, the former date of the first Tuesday of August was as generally satisfactory.

BELMONT, N. Y.

BROOME COUNTY — FIRST DISTRICT.

J. W. KNISKERN, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed, valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Chenango.....	13	22	12	266	25,629	\$6,120	\$866,050	\$1,440 96	\$1,567 47	28
Colesville	23	51	30	719	60,581	12,285	1,384,516	3,527 70	3,664 03	8
Conklin	8	15	9	264	23,750	4,300	539,880	981 48	1,511 97	16
Fenton	9	10	10	256	19,800	4,245	488,633	1,173 95	1,142 57	7
Kirkwood	11	19	11	281	28,165	5,600	692,175	1,325 59	2,249 91	5
Sanford.....	23	46	33	799	77,626	25,215	1,147,719	4,048 33	6,944 05	22
Windsor	24	36	28	678	62,384	17,675	1,315,842	3,158 06	4,267 17	46
Total	116	199	133	3,263	297,935	\$75,440	\$6,434,815	\$15,656 07	\$21,347 17	132

General.

During the year I have made 199 official visits. The number of candidates at the uniform examinations for one year was 257, of whom seventy-one received second grade licenses and fifty-one received third grade licenses. During the year one new school-house has been built, in district No. 8, Kirkwood. Two were begun near the close of the year, and are now completed, in districts No. 11, Chenango, and No. 27, Sanford. Many more districts have made substantial improvements, notably the union schools at Deposit and Windsor, which have both been provided with new and improved apparatus for heating and ventilating. These schools continue to be very prosperous.

Teachers' Institute.

Our institute, held at Windsor in May, was fortunate in a week of pleasant weather, and was a pronounced success, being considered one of the best ever held in Broome county. The instruction given by Conductor McLachlan and his assistants was both interesting and valuable to the teachers in attendance.

Conclusion.

Concluding, I wish to express my gratitude to the Department for many courtesies; to my senior colleague, Commissioner Lusk, for worthy example and wise counsel, and to all those who have sustained and co-operated with me in my sincere efforts to encourage improvements to schools and their environments.

During these three busy, happy years it has been my pleasure to see school sites enlarged and school-houses made more attractive, comfortable and convenient. Many schools have been provided with blackboards, dictionaries and other necessary helps, and nearly every school has a flag.

Teachers, trustees and people have been moving forward all along the line, and seem fully awake to the importance of building up our common schools to a condition of greater usefulness.

The people are proud of their spirit of progress, and I have yet to hear of any district which, having made improvement, would be willing to take one step backward.

DEPOSIT, N. Y.

BROOME COUNTY — SECOND DISTRICT.

J. L. LUSK, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Barker.....	13	16	16	383	37,595	\$9,600	\$895,137	\$1,955 91	\$2,023 76	....
Binghamton	6	10	7	183	12,850	2,400	202,020	791 56	614 51	5
Dickinson.....	2	4	6	103	11,522	1,500	307,900	635 37	902 64	2
Lisle	12	22	17	419	45,548	9,175	673,027	2,073 13	2,624 18	9
Maine.....	12	17	13	329	27,924	4,750	506,327	1,508 80	1,169 02	11
Nanticoke	7	7	7	157	13,809	1,900	197,972	804 15	613 11	3
Triangle	11	18	17	433	47,494	10,100	853,620	2,072 42	3,100 20	21
Union.....	16	28	23	701	76,924	16,500	1,743,908	2,887 97	6,051 42	17
Vestal	15	18	18	537	43,474	6,400	839,185	2,168 28	2,084 81	34
Total	94	140	124	3,245	317,140	\$62,325	\$6,219,096	\$14,897 59	\$19,183 65	102

Examinations.

This district has ninety-four school-houses in which 125 teachers are employed simultaneously for thirty-two weeks or more. During the past year in the examinations held at Union, Binghamton, Whitney's Point and Lisle, there were 186 different candidates, and of this number 103 failed to secure certificates of any grade. Of certificates now in force there are twenty-three third grade, 100 second grade, nine first grade and twelve State and normal. Successful experience in teaching should be allowed to count more in determining who are entitled to certificates.

Evidences of Progress.

While there has been little building during the past year it may not be out of place to state that during the past twelve years it has been my pleasure to see thirty new school-houses built

and forty or more extensively repaired; sixty-seven seated with patent seats and desks, old and miscellaneous text-books replaced by a uniformity of new and modern ones free of cost to the people; a graded course of studies established; a uniform system of examinations for pupils and teachers; eighty-five school-houses provided with charts and maps, and 6,000 square feet of blackboard surface added; the boundaries of most of the districts changed and several new districts formed and others dissolved; many school grounds beautified with trees and flowers; the district quota increased from forty-four dollars to \$100 and the State school moneys increased three-quarters of a million dollars, and last, but not least, the patriotism of boys and girls unfurling the flag in every school district. Eighteen pupils have this year received diplomas of graduation from the eight years common school course.

Patrons, Trustees and Teachers.

Patrons have ever been ready, willing and prompt to carry out suggestions deemed to be for the best interest of the children.

The trustees have been self-sacrificing and faithful in the discharge of their too often thankless duties, and should in some way be compensated for extra services rendered. The teachers have been hard-working and progressive, and for the past few years the large schools have been in charge of most efficient normal graduates.

That the teachers are wide awake is shown from the fact that three years ago, under the able leadership of Professor Morrow, of Union, they organized and maintained a midsummer school at Whitney's Point, the first of its kind in the State. The school this year held its third and best session. The high standard of work reached in previous years was fully maintained, and the school retained its peculiar character as a summer school where students study hard. The new course proved to be a valuable addition and attracted many students from distant places who were studying for first grade or State certificates. The following constituted the able corps of instructors this year: Messrs. E. J. Peck, F. S. Gamage, E. W. Newton, E. G. Lantman, F. W. Crumb, E. R. Winslow, A. R. Mason, E. E. Smith, H. T. Morrow, Misses Agnes G. Ells, L. B. Thomson and Fanny Hyde.

Teachers' Institutes.

The institute held at Chenango Forks, with Prof. H. R. Sanford, conductor, was very successful, and the school exhibit the best ever given in this district. The teachers decided to arrange work for display in the State's educational exhibit at the World's Fair, but, after the institute closed, the commissioner found it impos-

sible to prepare the work in the short time allotted, as the schools are so scattered and many were closed. The teachers, after hearing the interesting address of Hon. G. F. Powell, on "Agricultural Science," passed, with enthusiasm, the following:

"Resolved, That since we, as teachers, realize that the future of our farmers and country depends on an increased knowledge of scientific agriculture, we indorse and will promote the movement represented by Hon. G. F. Powell."

Principal E. E. Smith, a graduate of a normal school and of Amherst College, will teach the subject in Union Academy next winter. I deeply regret not having enlisted in this reform much earlier.

The superintendent of Bay City schools, Mich., writes me that the principles of agriculture are taught in their city schools, and expresses his "astonishment that the farmers of our land will permit our rural schools to ignore utterly the teaching of anything that pertains to the scientific cultivation of the soil. The subject must, at some time, occupy an important place in every course of study."

The new move is favored in other States; the chemist of the United States Department of Agriculture of Washington, D. C., heartily indorses it; also many of the school commissioners, teachers' institutes, farmers' institutes, Cornell University, the State Grange, the agricultural colleges and experiment stations.

It seems only to remain for your ably-conducted and already overworked Department to lend a helping hand.

Outside the cities and large villages of the State your conductors reach 500,000 children of farmers through the 14,000 teachers attending institutes. Forty-five minutes a year in each institute devoted to giving an insight along this line would be worth infinitely more than the same time spent on text-book matter. It is neither my province nor wish to criticise the work of our institutes. But with perfection not yet attained, who shall decide that this kind of instruction shall have no place in our schools?

It is claimed that more educational books have been published in the past two decades than there were in all the years before. To this subject we welcome all such aids. It is not a question of how to plant corn, but how to educate boys and girls to the highest type of manhood and womanhood, especially among that class of our citizens who constitute the very backbone and sinew of our body politic.

Female Teachers.

Five-sixths of the teachers of this district and of the State are females. Women have been and are largely instrumental in carrying forward educational reforms. And with the added

responsibility of the ballot for trustee and commissioner we are justified in anticipating greater results.

In this connection allow me to quote the words of Hon. P. P. Rogers in response to the toast, "The Ladies." at the fourth annual State convention of the Daughters of Rebekah. held in this city: "You will judge that I favor woman's rights. To the fullest extent I do. I would give her every civil right possessed by her brothers, including the right of suffrage and on the same terms. I know she is as honest as he. I believe she is as wise. Nor do I believe she would be contaminated by it. I think she would give us clearer politics, counteract the influence of the dive and the brothel, put politicians on their good behavior and so hasten the good time coming."

In closing this, my twelfth and last annual report to the Department, I wish to express my gratitude for the many courtesies received; to the press of Broome county for the multitude of kindly and helpful notices; to my worthy colleague, Com. Kniskern, for official courtesies; to the patrons for their many thousand acts of kindness, and to the boys and girls for their diligence in school work and devotion to the flag.

BINGHAMTON, N. Y.

CATTARAUGUS COUNTY—FIRST DISTRICT.

CLARK D. DAY, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Allegany	14	13	22	893	102,653	\$18,510	\$1,150,215	\$3,143 33	\$5,297 46	33
Ashford	13	9	13	372	34,926	6,100	741,047	1,561 12	1,582 52	31
Ellicottville.....	11	7	15	555	71,797	21,580	756,257	1,675 39	5,623 29	26
Farmersville.....	10	9	10	255	22,808	3,700	649,467	1,130 85	1,009 48	27
Franklinville ...	12	10	15	515	55,346	9,715	1,384,450	1,876 14	2,295 69	25
Freedom.....	11	8	12	280	26,613	4,090	546,319	1,365 31	1,273 34	5
Hinsdale.....	8	4	11	337	34,630	9,450	680,153	1,187 47	2,158 67	14
Humphrey	7	5	7	192	18,936	4,055	254,719	829 12	689 55	18
Ischua	8	.....	8	193	190,93	3,230	360,292	919 73	687 23	14
Lyndon.....	6	4	68	151	14,095	3,040	275,217	660 77	513 89	16
Machias	14	12	16	493	39,432	8,160	792,276	1,767 68	1,917 93	28
Olean	7	7	51	2,456	301,382	136,200	4,345,634	7,888 86	32,030 75	11
Portville.....	10	7	15	603	61,023	9,475	666,449	1,893 10	3,535 98	11
Yorkshire	9	9	13	424	40,210	12,550	633,248	1,475 34	3,754 55	16
Total	140	104	214	7,719	842,944	\$249,855	\$13,205,733	\$27,674 21	\$62,370 33	275

General.

I am glad to report that the teachers of this commissioner district do not, as a rule, seem to be satisfied with present attainments, but are constantly striving to do better work. There has also been a commendable zeal noticeable on the part of the patrons of the schools in several localities to co-operate with the teachers in helping toward advancement.

Four new school buildings have been erected, and several thoroughly repaired during the year. Two more new school buildings are being erected in the town of Franklinville. The school at Delevan has just been organized a union free school.

Two teachers' training classes were organized in this district, one under Professor Hamilton Terry, of Franklinville, the other under Professor W. H. Smith, of Portville. Both did thorough work, as was attested at their examinations in June.

Teachers' Institute.

The teachers' institute was held in Morgan hall, Franklinville, commencing September 25, and was conducted by Professor A. C. McLachlan, assisted by Professor Fox Holden, superintendent of the Olean schools, and Professor A. I. Bishop, of the Buffalo normal. The institute was not only interesting but profitable to all who were so fortunate as to be able to attend.

In so large a district as this, the commissioner is compelled to devote too much time to clerical work to supervise schools as thoroughly as he ought. I have found a greater amount of work required than was anticipated when I began. I have endeavored to do this work with promptness and fidelity. Notwithstanding this, as I look over the past, I can see many mistakes. But I can say that I have discharged the duties of this office to the best of my ability, having given my whole time and attention thereto.

In closing this, my last report, I wish to express my gratitude and feeling of indebtedness to the teachers for their hearty co-operation in the work in which we have been associated during the past three years.

MACHIAS, N. Y.

CATTARAUGUS COUNTY—SECOND DISTRICT.

STANLEY N. WHEATON, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Carrollton	6	4	15	539	57,679	\$12,750	\$607,185	\$1,924 75	\$5,162 07	1
Conewango.....	11	6	15	334	37,733	7,845	787,713	1,553 24	4,088 24	17
Coldspring.....	7	6	8	182	17,395	3,220	273,070	934 07	1,083 33	5
Dayton.....	10	6	17	505	49,330	12,345	664,676	2,064 86	2,656 68	6
East Otto.....	9	5	11	322	30,170	4,125	509,860	1,301 10	2,100 69	8
Elko	3	2	3	79	7,539	1,255	165,745	353 12	429 83	4
Great Valley....	10	6	13	459	39,744	5,810	660,427	1,571 91	1,863 21	21
Leon.....	10	3	11	231	21,143	4,345	444,917	1,259 60	1,356 80	26
Little Valley....	6	7	10	368	39,362	14,705	489,082	1,200 84	4,240 27	8
Mansfield	10	5	10	255	21,668	4,485	578,003	1,151 67	945 11	10
Napoli	7	5	7	162	14,646	3,765	355,918	816 54	1,114 41	14
New Albion.....	7	4	13	506	61,399	20,530	610,313	1,737 29	3,039 91	14
Otto	8	4	9	249	22,752	33,000	532,230	1,085 10	1,703 11	22
Perrysburgh....	9	3	10	226	19,919	7,815	421,921	1,165 51	1,327 81	17
Persia	6	2	14	373	43,886	15,250	1,016,468	2,330 31	3,753 57	15
Randolph	11	6	16	570	67,642	25,950	725,511	2,098 67	8,944 75	29
Red House.....	6	2	6	195	16,263	2,035	243,760	739 80	1,012 63	17
Salamanca.....	6	4	26	891	119,805	47,970	1,001,623	4,184 59	11,364 66	6
South Valley....	5	2	6	127	9,929	3,470	120,665	675 56	967 06	4
Total.....	147	82	220	6,573	698,009	\$230,670	\$10,209,137	\$28,148 53	\$57,154 14	244

General.

The condition of the schools in this commissioner district is steadily improving. Reviewing my six years' administration, I am gratified to see many improvements, and a marked progress toward a higher plane of education for our country schools. While the improvement is more marked in the graded schools, all of which are under excellent management, still, the district schools of to-day are awakening to the fact that better teachers, with newer methods, commanding better wages, are indispensable, if they are to keep step with the reform which is going on all around them. I have had more calls from district school trustees, asking for good, experienced teachers, and offering a fair price for their services, the past year than in any previous year. Many improvements have been made in school buildings and grounds. Several buildings have been repaired and reseated, and the grounds of many improved and made much more pleasant and inviting, this latter being due in great measure to the influence of Arbor Day.

Since my last report the villagers of Cattaraugus have had the misfortune to lose their beautiful brick school-house by fire. They

immediately commenced a new one, on the old site, to cost \$18,000. It is nearly completed. The village of East Otto has built a new school-house this year, and one has also been built in the town of Randolph,—the latter a district school.

Uniform Examinations.

I have always advocated giving second grade candidates two days for their examinations, therefore, was much gratified to see it made one of the new regulations. I still adhere to the belief that primary teachers making that work their specialty, and expecting to continue the same, should not be required to pass as rigid an examination as those expecting to teach the higher branches and more advanced work. While their experience and preparation for that special work is of vast importance to them, they can hardly help becoming rusty in more advanced work, unless they give valuable time to study, that, in my opinion, could be better employed in improving their own especial work.

Those, also, who make a specialty of some particular branch of study, such as penmanship, drawing or music, and are employed to teach just that, and no more, I think, should not be required to pass a full examination, when they are proficient in their especial branches. While the uniform system, is a grand one, still, I think, there is too much time spent on useless work by the commissioners, required by the Department, that might be better spent in visiting schools; if they were allowed a little more discretion, as to a teacher's merits. Experience, natural ability, and tact, could count in a teacher as well as simply being able to pass the examinations. Many good, experienced teachers, who are not able to pass the uniform examinations, as so many new topics are required, and they have neither time nor money to fit themselves, are being retired by sixteen-year old teachers, without any experience, but being fresh from school are, therefore, able to pass the examinations.

In conclusion, I would like to say, that as this is my last report, my term expiring with this year, that whatever success I have achieved, and whatever good I have done, has been, in great measure, due to the hearty support given me by teachers and patrons, as well as the Department at Albany. I wish to thank them all for the courteous consideration which I have uniformly received during my six years' experience as school commissioner.

LITTLE VALLEY, N. Y.

CAYUGA COUNTY — FIRST DISTRICT.

GEORGE A. COOPER, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Brutus	7	12	15	645	87,880	\$14,100	\$1,941,588	\$2,325 73	\$3,868 50	15
Cato	12	22	14	323	31,214	8,700	990,994	1,706 38	1,590 97	16
Conquest	13	18	14	371	30,496	5,900	818,500	1,720 35	1,566 55	16
Ira	14	23	16	365	27,915	10,070	909,124	1,898 72	2,259 61	62
Mentz	5	6	11	410	49,266	13,000	842,552	1,501 25	2,210 40	3
Montezuma	7	5	8	228	20,977	3,650	779,562	995 28	1,352 51	9
Sterling	14	20	22	694	59,373	8,485	964,427	2,822 22	2,349 18	8
Sennett	11	19	12	272	25,836	6,650	769,856	1,419 83	1,315 66	8
Troop	6	8	7	210	18,618	5,710	623,257	846 87	984 29	2
Victory	15	31	16	389	30,094	6,905	584,232	1,916 16	1,480 05	18
Total	104	164	135	3,907	381,669	\$83,170	\$9,224,092	\$17,152 79	\$18,977 72	152

General.

Having commenced the work in this district in March last, after the death of the late Commissioner J. Ervin Olmstead, I am not prepared to compare the condition of the schools with last year. I find that most of the teachers are interested in their work, and anxious for the advancement of the pupils under their charge.

There was one training class in this district during the past year, under the charge of Professor G. A. Jacobs, at Fair Haven. The instruction given was practical, and I hope to see the benefit during the next year.

The grading system is doing a great deal towards encouraging the pupils to a more regular attendance, and the teachers to more thorough work.

Under the provisions of the library law of 1892, the school in this district received from the State, \$157.62. This money, with that raised in the districts, went in almost every case to buy dictionaries.

There are still quite a number of schools without a dictionary, and it shall be my chief aim during the next year to have the want supplied.

There has been quite an amount expended in the purchase of maps, charts and supplementary reading matter during the year, which shows that trustees are becoming interested in the latest and best methods of instruction.

There has been one institute held since the last report. While the number registered was not as great as some former ones, still the attendance and attention showed that the work of Prof. MacLachlan and Mrs. Burke was both appreciated and understood.

MARTVILLE, N. Y.

CAYUGA COUNTY — SECOND DISTRICT.

NELSON J. ADAMS, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Aurelius	9	12	10	306	30,144	\$5,900	\$955,354	\$1,260 03	\$1,879 59	10
Fleming	7	14	7	149	14,245	5,385	504,231	839 25	1,123 37	....
Genoa	13	16	15	406	42,287	8,935	803,984	1,767 82	2,421 97	11
Ledyard	12	13	13	355	35,693	6,730	875,747	1,616 68	2,123 62	19
Locke	9	11	9	216	19,448	4,410	463,386	1,142 32	1,314 12	6
Moravia	8	12	16	584	70,487	15,675	1,377,075	2,130 68	3,559 60	8
Niles	12	17	12	292	24,358	5,560	732,725	1,424 15	1,958 33	14
Owasco	7	11	8	177	16,983	5,480	877,198	958 64	1,984 37	2
Scipio	14	27	14	384	31,630	7,240	937,214	1,673 69	1,950 09	69
Sempronius	9	11	9	178	15,001	4,630	413,847	1,066 97	938 02	1
Springport	8	12	14	467	49,675	5,050	1,014,406	1,014 83	822 78	13
Sumner Hill	9	10	9	161	12,335	3,850	313,010	1,607 18	3,481 20	6
Venice	13	17	13	333	28,012	6,455	775,742	1,542 26	1,460 27	11
Total	130	183	149	4,008	390,298	\$85,300	\$10,043,919	\$18,044 50	\$25,017 33	170

General.

The schools of this district are generally in good condition, and gradually improving. This improvement is especially noticeable in the graded and union schools. These schools draw considerable support from the surrounding country, and in this way detract from the rural schools by taking the brightest and best pupils.

The school building at Cayuga village has been enlarged and another department added. This is a much-needed improvement. Teachers are working hard to keep abreast with the new improvements and methods of teaching, but in some instances they do not receive the support and encouragement from school officers and patrons they are entitled to, and, consequently, their work is made doubly difficult and unavailing. Some conditions prevail which are attributable to the laws, which can not be remedied except by change of law. We still live in hopes that some of these conditions will be attended to by our legislators.

The granting of so many third-grade certificates is a great detriment to our schools, as it causes a continual change in teachers. When, occasionally, one teacher gets the school in working order another is hired to take her place and the school has to be reorganized. I believe that no certificate should be issued for a shorter period than one year, and that teachers should be hired for a corresponding length of time.

A revised code of school laws is very much needed, the one now in use being entirely out of date. So many laws have been changed that the old school code is thus rendered an unsafe guide by which to transact business.

Our institute, which has just closed its session at Moravia, registered 191 teachers. I consider it one of the most practical and, consequently, profitable sessions we have ever had. Conductor McLachlan, although a new man at the business, is rapidly gaining esteem of teachers and educators wherever he goes. Miss Rice gave us a splendid work on drawing, which was highly appreciated by the teachers.

FLEMING, N. Y.

CHAUTAUQUA COUNTY — FIRST DISTRICT.

C. C. HILL, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Busti	12	14	15	430	35,984	\$11,763	\$775,182	\$1,679 74	\$3,017 20	41
Chautauqua	21	30	27	695	71,148	33,870	1,838,569	3,363 89	5,345 96	26
Clymer	7	13	9	358	32,378	5,595	476,597	1,170 45	1,389 13	8
French Creek...	9	11	9	245	17,696	3,570	251,994	1,055 99	578 21	17
Harmony	22	35	27	705	64,125	19,720	1,338,031	3,227 62	4,425 16	20
Mina	13	15	14	388	32,988	9,375	530,460	1,680 46	1,791 10	11
Sherman	8	11	15	392	40,919	13,151	772,737	1,718 77	2,685 89	7
Total	92	129	116	3,213	195,238	\$97,044	\$5,983,570	\$13,896 92	\$19,232 65	130

Condition of Schools.

By comparing the above table with similar ones of previous years, a steady progress in the schools of this commissioner district will be apparent. All the schools in this district are now graded and are doing more efficient work under the graded system than they have previously done. Both teachers and pupils take more interest in school work and better results are obtained.

Teachers' Institute.

The teachers' institute for this commissioner district was held at Sherman, November 11, 1892, Professor I. H. Stout conductor. It was pronounced by the teachers to be the best institute ever held in this district, and Professor Stout made many warm friends in this part of the county.

General.

During the year school district No. 1, Busti, has erected a fine new school building, costing about \$8,000, and equipped with modern heating and ventilating apparatus.

The change of date for holding annual school meeting is very unsatisfactory to the people of this commissioner district, and we would urge that it be changed back to the first Tuesday in August. At present, in union school districts having over 300 children, the annual school meeting does not occur until after the election of members of the board of education, which ought not to be.

We are still looking forward to the adoption of the township system.

CLYMER, N. Y.

CHAUTAUQUA COUNTY — SECOND DISTRICT.

W. A. HOLCOMB, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Arkwright.	8	8	8	253	24,222	\$2,750	\$330,180	\$966 98	\$1,030 68	2
Hanover.	16	10	32	1,112	131,231	42,510	1,757,656	4,166 05	7,109 71	17
Portland.	11	13	14	515	44,825	13,035	1,359,243	1,818 64	4,091 76	27
Pomfret.	17	8	21	771	76,096	13,840	2,800,496	2,780 77	5,536 86	7
Ripley.	11	17	14	464	41,056	16,620	1,342,824	1,767 41	3,783 10	11
Sheridan.	10	8	10	285	26,696	7,800	962,654	1,244 00	1,769 92	18
Villanova.	11	9	11	200	17,314	5,280	323,202	1,247 27	1,044 27	2
Westfield.	13	20	24	842	89,327	62,775	2,130,463	4,075 39	5,805 47	23
Total.	97	93	134	4,442	450,767	\$164,610	\$11,206,718	\$18,066 51	\$30,171 77	107

General.

While we have no great changes to report since our last annual report, we are pleased to report steady progress and a continued healthy growth.

The teachers of the past year are deserving of high commendation for their efficient work and untiring efforts to bring our schools up to a higher standard.

The institute, conducted last winter by Professor I. H. Stout, was a feature of importance. The work was plain and practical, so that teachers could make use of the suggestions, and I believe as a result teachers have demonstrated in their work a higher and truer conception of the teacher and his work.

Since our last report we have graded the district schools, greatly to the satisfaction of both myself and teachers. Much time is thus saved, and less of what might be termed experimental teaching is done. Pupils seem to feel as if they were making definite progress and are greatly stimulated and encouraged in their work. This is, of course, very gratifying to the teacher, and is a source of encouragement and emulation.

We regret that the township bill is not yet a law, and upon our statute books, but we still have hopes for its final adoption, for we believe it to be one of the greatest measures needful to higher excellence in educational work.

We desire to extend our sincere thanks to the Department for the many courtesies shown us.

RIPLEY, N. Y.

CHAUTAUQUA COUNTY — THIRD DISTRICT.

J. R. FLAGG, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Carroll.....	10	18	15	511	57,783	\$11,165	\$444,203	\$1,873 32	\$2,741 86	17
Charlotte	11	12	17	430	40,399	11,607	568,931	1,903 49	2,916 68	21
Cherry Creek ...	9	13	12	312	31,094	4,630	437,990	1,468 35	2,023 55	16
Ellery	13	17	13	263	24,838	6,160	763,638	1,445 12	1,979 04	12
Ellicott	9	15	10	372	32,828	7,840	666,462	1,382 30	2,027 13	5
Ellington	11	14	14	412	44,561	7,750	464,716	1,611 06	1,992 66	16
Gerry	9	14	10	285	27,763	5,290	471,333	1,220 90	1,449 28	7
Kiantone	5	9	5	136	11,587	2,255	267,836	619 69	573 55	8
Poland.....	8	13	11	370	37,846	5,675	564,512	1,534 25	2,219 13	3
Stockton	10	12	12	366	35,536	9,091	709,666	1,425 75	2,704 47	16
Total	95	137	119	3,457	344,235	\$71,483	\$5,359,287	\$14,484 23	\$20,627 35	121

General.

It is evident that the patrons of our schools are constantly becoming more interested in school affairs, which is believed to be an indication that some progress is being made along educational lines.

The systematic arrangement of the work to be performed in the rural schools, which has been made possible by carefully grading them, adds very much to their efficiency, while the inspiration it gives to both teachers and pupils is very advantageous, and greatly enhances the value of the work performed.

School Buildings.

Two brick school buildings are being erected at the present time. The one in union school district No. 6, Ellicott, is to cost the sum of \$12,000, and, when completed, it is believed it will be a model house in every respect. It is to be heated and ventilated by the Smead system which is so favorably known.

The other house is being built in district No. 8, town of Poland, at an expense of \$1,800. It is modeled after plan No. 10 of the designs issued by the Department, and, when completed, will be a fine building, as well as very healthful and commodious for school purposes.

A good deal of pride is being manifested in keeping school property in a tidy condition. It is safe to say that good school-houses, well equipped, with pleasant surroundings, are indications in any locality of an interest among the people in educational matters.

Miscellaneous.

As training classes are of great value to the district school, furnishing nearly all the trained teachers that are found in them, I would recommend that every institution competent to conduct a training class should be allowed to do so. No money spent in educational work brings richer returns than that expended in the training of teachers.

Arbor Day is still held with much interest. Although many schools have used all available space for planting trees, yet the exercises are held, and vines and flower-beds receive their attention, thus instilling into the minds of the pupils a love for nature and care for the vegetable world.

The institute which was held during the first week of October was conducted by Professor McLachlan. He is an able instructor, and won the highest regards of all the teachers. Much interest was added to the institute, and all were gratified by receiving a visit from the State Superintendent.

My thanks are due the Department for the many courtesies shown me during the past year.

FREWSBURG, N. Y.

CHEMUNG COUNTY.

JOHN T. SMITH, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Ashland	4	6	6	178	22,406	\$4,075	\$395,532	\$739 15	\$1,139 15	1
Baldwin	7	12	7	183	16,806	3,365	192,422	840 71	602 52	8
Big Flats	8	10	9	317	34,802	4,365	733,549	1,661 51	1,238 98	17
Catlin	11	13	11	277	24,621	4,390	358,570	1,294 81	1,242 77	25
Chemung	15	17	16	390	31,787	8,105	951,105	1,863 70	1,889 37	12
Elmira	6	8	6	130	12,684	4,900	395,177	702 58	1,071 97	16
Eria	12	13	13	316	24,220	4,530	353,543	1,499 23	1,427 60	12
Horseheads	10	11	19	785	92,551	30,500	1,327,709	2,537 18	8,759 27	130
Southport	15	18	16	484	44,826	8,300	917,173	1,977 67	2,354 38	35
Van Etten	12	13	15	370	33,767	7,305	331,370	1,824 22	1,859 58	16
Veteran	14	16	16	446	41,833	4,988	327,761	1,696 23	2,470 64	19
Total	114	137	134	3,876	380,303	\$85,423	\$6,283,916	\$16,656 99	\$24,953 23	291

General.

Since my last annual report no great changes have taken place in the schools of my district. I believe I can report more earnestness on the part of teachers, and a disposition to prepare for more efficient work in the school-room. I can not report that the schools are all in a prosperous condition, as some of them are so small that trustees do not look for a good teacher but for a cheap one.

I do not understand why the date of school meeting was changed to the last of August as it is a positive detriment to our district, which has only one trustee, as our schools usually all begin the first Monday of September, which does not give sufficient time to make needed improvements and other changes that may seem necessary.

Too much value can not be given to the institute work as teachers are more determined to do good after each one.

The changes in the regulations did not at first meet my approval, but after trying them I am now convinced that they are much better than before.

HORSEHEADS, N. Y.

CHENANGO COUNTY — First DISTRICT.

DENNIS THOMPSON, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Columbus	10	10	10	228	18,324	\$5,230	\$468,050	\$1,199 96	\$878 55	17
Lincklaen	9	14	9	154	11,988	2,815	186,375	1,116 40	843 25	2
North Norwich..	9	8	8	147	11,367	3,430	424,270	917 81	1,039 33	8
New Berlin	17	19	23	566	53,213	12,659	932,558	2,702 90	4,651 14	13
Norwich	17	22	39	1,367	163,192	70,550	2,563,068	5,368 46	11,238 87	17
Otselic	11	19	12	327	24,971	3,525	401,350	1,416 78	1,196 07	9
Pharsalia	9	9	9	236	18,890	3,045	334,610	1,059 41	711 46	18
Pitcher	9	9	10	245	20,245	3,745	288,070	1,182 94	922 69	21
Plymouth	15	15	15	290	22,404	5,605	432,490	1,792 10	1,389 86	46
Sherburne	18	19	23	682	56,515	21,130	1,245,279	2,818 65	3,943 21	36
Smyrna	14	17	15	296	24,569	6,525	624,315	1,710 26	1,974 38	7
Total	138	161	173	4,538	425,678	\$138,259	\$7,905,439	\$21,285 67	\$28,788 81	194

General.

The schools under my supervision are embraced in a territory approximately fifteen by twenty-five miles in extent. The number of schools to be visited is 138, requiring a force of 173 teachers. In my official visits, which have been 161, I have noted with great satisfaction an advance in the general character of the work on the part of the teachers, as also greater interest by the scholars in the various lines of study.

Summer School.

A summer school was organized for the benefit of the teachers of the district, which was enjoyed by teachers from the near-by towns, lying without the district. This school was the first of its kind to open in the county. The attendance from the start was very gratifying, and the interest manifested on the part of the patrons of the school was encouraging to all concerned, especially to the projectors of the new movement. Such a school, well patronized, as this was, can not fail to awaken an increased interest in all that appertains to the educational work of the district. The advanced ideas gained here by the teachers will be helpful to them in their future work, wherever it may be.

Teachers' Institute.

The institute work for the year was marked, also, by good attendance and a growing interest in the sessions. Here new methods were further brought forward, and additional light presented on the many points of interest to teachers in our public schools.

Examinations.

The usual number of examinations was held in accordance with the regulation of the State Superintendent. The number of candidates examined was 325. A greater number reached the second grade than in previous years.

Arbor and Columbus Days.

Arbor Day and Columbus Day were generally observed through the district with appropriate ceremonies, Columbus Day in particular being celebrated by raising the American flag, by patriotic songs, which American school children should be taught to sing. This feature of the school work of the year I regard as one of great importance to the children, since it inspires them with the true spirit of patriotism.

Union Schools.

There are five union schools within the district, in some of which important changes have been made, for the better. The attendance upon these schools is constantly on the increase; a greater interest is manifested in the work which is done in them, and as a consequence the schools are improving.

With now nearly three years' experience in this work of supervision, I have had the opportunity of learning more fully the needs of the school districts in the several towns, and with all have enjoyed my labor in their behalf. The teachers have shown a deep interest in their work, generally, which has been another source of gratification to the Superintendent.

STANBRO, N. Y.

CHENANGO COUNTY — SECOND DISTRICT.

CHARLES CLINTON, School Commissioner.

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Afton	14	24	19	471	46,439	\$10,535	\$894,224	\$2,293 73	\$3,042 08	9
Bainbridge	12	22	18	458	53,406	13,920	986,480	2,336 93	4,335 68	19
Coventry	10	13	10	223	17,903	4,400	483,635	1,195 00	937 92	31
German	8	11	8	175	12,831	2,879	219,365	946 50	640 94	6
Greene	22	33	27	641	68,176	16,260	1,615,880	3,279 26	4,160 14	19
Guilford	18	24	20	393	37,530	9,640	1,206,827	2,352 70	2,703 85	30
McDonough	10	14	9	220	14,482	5,825	331,363	1,289 66	942 34	23
Oxford	20	29	22	539	40,227	7,405	1,589,622	2,544 84	2,330 68	20
Preston	8	11	8	135	9,097	3,085	375,000	887 02	675 86	16
Smithville	12	20	14	252	22,966	5,405	462,492	1,638 72	1,517 39	13
Total	134	201	155	3,507	323,055	\$79,355	\$8,154,888	\$18,764 36	\$20,386 88	188

General.

In this my third annual report, I am pleased to say, the schools in this commissioner district, generally speaking, are doing good educational work. This is particularly true of the five academies, located respectively, at Afton, Bainbridge, Greene, Oxford and Smithville Flats.

Principals Crumb, of Bainbridge, Harris, of Greene, and Murray, of Smithville Flats, have been retained for another year. Mr. W. D. Morse takes the place of Mr. Knapp, at Afton, and Mr. H. P. Gallinger, the place of Mr. Gamage, at Oxford.

These five academies are, educationally, a great credit to this commissioner district. They help greatly toward supplying the district schools with competent teachers. Their usefulness is also felt, along the same line, in the way of teachers' training classes. There were two of these classes in this district during the last year, at Bainbridge and at Oxford. Of the class at Bainbridge, six passed for second grade certificates, eleven for third grades and only one failed to obtain a license. Of the class at Oxford, twelve passed for second grade certificates, five for third grades and eight failed. This year we have a class of fifteen members, at Bainbridge, and a class of eighteen members at Oxford. I am heartily in favor of these classes. It has well been said of them "they are normal kindergartens."

The frequent changes in the date of holding annual school meetings has been a source of some trouble and confusion. It is difficult to see why the first Tuesday in August was not as satisfactory a date as the fourth Tuesday. It is also difficult to see why the date of annual school meetings should not be as fixed and permanent as the date of general elections. It is to be hoped that the Legislature will not change the date of holding annual school meetings again in, at least, twenty years.

Of the changes made by the Superintendent of Public Instruction, all are heartily approved. At first I did not believe that the commissioners had abused the right to grant temporary licenses to that extent that the power to issue them should have been arbitrarily taken away. Reliable information, however, convinces me that my first impression was wrong.

Since my last report there have been held two teachers' institutes in this district. The one held at Oxford, October 31 to November 4, 1892, was an exceedingly successful session, and was conducted by Professor Myron T. Scudder. One hundred and ninety-three members were registered. This year's institute conducted by Henry R. Sanford, A. M., Ph. D., of Penn Yan, assisted by Mrs. B. Ellen Burke, of Malone, closed yesterday, October 13, 1893. One hundred and seventy-seven teachers were registered,

and the institute was, in every way, a success. A great improvement was noticeable in the spelling contest. Sixty-five teachers attained a standing of ninety per cent and upwards. Mr. Nelson H. Barnes, of McDonough, spelled every word correctly, and secured the prize, "Brown's Grammar of Grammars."

I am not satisfied to close this report without expressing my sincere appreciation of the kindness extended to me on different occasions in the past three years by officers of the Department of Public Instruction. I do not recall a single request made by me but that was promptly and cheerfully granted.

Smithville Flats, N. Y.

CLINTON COUNTY — FIRST DISTRICT.

E. J. DAY, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with sch. ol. house in county.	Number of official visits made by commissioner	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State	Amount of money raised by local tax.	Number of trees planted, 1893.
Ausable	12	23	18	572	39,102	\$14,725	\$1,089,689	\$2,681 09	\$3,973 61	28
Black Brook....	12	11	12	503	39,627	5,075	136,395	1,420 88	785 72	5
Dannemora.....	6	18	10	493	39,341	4,050	143,470	1,366 01	1,883 29	....
Peru	18	37	19	558	44,422	7,500	652,618	2,300 33	1,652 90	14
Plattsburgh	16	56	51	2,068	246,106	61,700	1,830,133	7,526 71	15,829 37	17
Saranac	18	32	22	821	59,481	6,715	330,471	2,765 35	1,893 82	26
Schuyler Falls..	10	22	12	386	29,281	5,300	306,330	1,483 50	166 94	21
Totals	92	199	144	5,401	487,360	\$105,115	\$4,489,106	\$19,543 87	\$26,585 65	111

General.

In general, the work of the past school year has been a success. Most of the teachers are progressive and are striving to attain better results in their work. The lack of interest in the school and its surroundings on the part of parents and a few of the older residents of the district, who no longer have children to send to school is one of the greatest hindrances in the way of the schools of this county attaining a higher degree of efficiency. If people would show as much public spirit in making the school-houses attractive and comfortable as they do their churches and other public buildings, the cause of education would be advanced as never before, and both teachers and pupils would receive one of the greatest incentives in their efforts to make the schools reach

a higher degree of usefulness. District No. 2, Saranac, has expended \$400 on one of its school-houses, making it as good as new. District No. 2, Dannemora, has built a new school-house. District No. 6, Ausable, has furnished its school-room with new patent desks, and also made other improvements. This district was the first one in this county to adopt the plan of "traveling libraries." Several more districts will provide their school-houses with new desks, and make other needed repairs in the near future.

Examinations.

Nine examinations have been held in this commissioner district during the year. They have been attended by 190 different persons. At least one-half of this number has attended two of these examinations, and many of them from three to five, making, as will readily be seen, a great amount of labor in the marking of papers, sending a statement of each examination to the candidate, and the making of a report of each examination to the Department. As a result of these examination, one first grade certificate has been issued, fifty-four second grades, and forty-seven have passed for a third grade, and eighty-eight have failed to receive a certificate of any grade.

Teachers' Institute.

For the first time in many years the institute was held in the fall. This change of time was very acceptable to the teachers as it gave them an opportunity of putting into practice, at the beginning of the school year, the instruction they had received. Professor A. C. McLachlan was the conductor. He was ably assisted by Principal E. N. Jones and other members of the Plattsburgh normal school faculty. The universal verdict of all the teachers in attendance was that it was the best and most practical institute ever held in this district.

Columbian Day was quite generally observed and teachers and pupils are to be commended for the public spirit and interest shown in the making and carrying out of interesting and instructive programs for the occasion. Quite a number of the districts purchased flags for their school-houses.

In closing this, my sixth and last annual report to the Department, I desire to express my gratitude for the many courtesies received, and to all who have been engaged in or interested in the educational work of this commissioner district for the past six years for the many acts of kindness shown me in the discharge of my official duties.

Valcour, N. Y.

CLINTON COUNTY — SECOND DISTRICT.

ALICE I. KINSLEY, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Altona	14	23	17	793	55,923	\$9,295	\$261,029	\$2,200 46	\$1,992 04	8
Beekmantown..	16	29	16	487	36,197	8,050	378,120	1,931 12	1,437 48	28
Champlain	13	25	18	838	60,988	126,655	853,130	2,354 66	4,057 63	16
Chazy	17	35	21	753	62,657	13,855	543,525	2,632 26	2,697 88	15
Clinton	12	17	12	447	34,754	6,470	169,783	1,524 65	1,284 95	10
Ellenburgh	18	23	20	759	52,337	5,718	246,265	2,489 38	1,784 24	30
Mooers	23	40	27	1,053	78,468	14,972	440,359	3,538 37	2,988 20	33
Total	113	191	131	5,135	381,324	\$185,015	\$2,692,209	\$16,670 90	\$16,242 42	140

General.

It will be a great step in advance when it is possible to do away with temporary licenses. The work is greatly increased, and the commencement of the schools is delayed. Many districts have been obliged to wait till after the October examination, and then it takes a good deal of time to get the schools in session, if the teachers were not successful.

Those districts that are destitute of duly licensed teachers are generally located quite a distance from the post-office and railroad. The trustees, being farmers, do not go to the office more than once or twice a week, and consequently a great deal of driving has to be done.

If Arbor Day is not observed by setting out trees, the teachers have pupils make flower-beds, in which plants are set out and seeds sown. The yard is cleared off by raking up dry branches and leaves. In many districts the school grounds are very neat, and the number of such evidences of neatness increases each year.

Our institute was held the third week in May, with Prof. A. C. McLachlan as conductor. Those who have been favored with having him for a conductor know that we had an interesting and instructive institute. When you see teachers, the next Tuesday after institute closes, beginning to put into practice hints that were thrown out is strong evidence that there was attention and a desire on the part of the teacher to get all he could to aid in his work.

Chazy, N. Y.

COLUMBIA COUNTY, FIRST DISTRICT.

MYRON SCHERMERHORN, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Aucram	1	13	10	295	22,278	\$5,320	\$1,022,058	\$1,162 56	\$2 592 20	10
Claverack.....	13	21	18	785	83,108	28,806	2,014,850	2,674 32	7,860 66	9
Clermont	5	9	5	164	12,212	3 100	609,504	636 96	1,180 06	12
Copake	10	11	10	319	31,134	5,565	1,017, 58	1,279 51	2 333 73	15
Gallatin.....	6	12	6	172	14,488	3,235	375,203	731 14	1,362 50	20
Germantown ...	6	12	8	321	33,507	7,110	631,341	1,119 17	2,252 75	12
Greenport	4	8	5	171	14,752	5,450	63 ,084	507 98	1 309 60	19
Livingston	12	24	13	397	35,395	7,810	1,077,935	1,630 58	2 939 97	24
Taghkanic	7	12	6	149	11,201	3,380	337,501	709 41	1,085 08	18
Total	73	122	81	2,773	257,975	\$69,810	\$7,718,634	\$10,460 63	\$22,916 55	139

General.

As shown by my statistical report, during the past year I have made 122 official visits at the schools. Although I may not be entirely satisfied with the present working, in detail, and the attendant results, yet I am exceedingly pleased to state that there can be no doubt of a constant upward tendency and a pressing forward all along the line of educational effort. Considering the substantiality of the work being done, the progress made in our schools is certainly highly gratifying.

This commissioner district is fortunate in having not only a very able and excellent force of teachers throughout, but also in the degree of harmony that prevails among them. Underbidding as a means of securing position appears to be a method of the past. Each of our teachers seems to be desirous of the success of all the others. I am pleased, also, to state that our trustees and other school officials are alive to the needs of our schools and are both willing and anxious to do their part to advance the common cause. Increasing attention is shown our schools in all localities and by all classes. I am disposed to believe that this healthful condition is owing in no small degree to the much improved condition, in appearance and worth, of our school buildings and grounds.

Examinations.

During the year I have conducted nine examinations; concerning which I have the following to submit: There have been in attendance at one or more of these examinations, in all, eighty-four

different eligible candidates; twenty-five of whom passed for third grade, twenty-three secured second grade, and thirty-six failed to obtain certificates of any grade. I have issued no first-grade certificates.

Our schools are all supplied with teachers qualified by holding regular certificates. None are teaching upon a temporary license. Of our eighty-two teachers in actual service at the present time, eleven hold first-grade certificates, forty-two hold second grade and sixteen hold third grade, eleven hold Normal diplomas, and two State certificates. Of the above commissioner's certificates I have indorsed one first grade and seven second grades.

The usual interest was manifested in the observance of Arbor Day. Many schools arranged and carried out excellent and elaborate programs. One hundred and thirty-nine trees were planted.

A very profitable teachers' institute, under the conductorship of Professor Myron T. Scudder, convened at Memorial hall, Claverack, May 22-26. Special and local assistants rendered most excellent service. Professor Scudder endeared himself to us all.

School Buildings.

As alluded to in a former similar report, I would reiterate that, doubtless, it would prove to be a telling incentive to further advancement if the State would provide a certain proportion of expenses incurred in repairing school-houses or the building of them anew, and then to have a suitable commission duly appointed, each member of which to have a certain section assigned him, and his duty be to inspect all public school buildings of his section and see that they all are constantly kept in a condition meeting every requirement of the State Board of Health.

We fail to understand why the time for holding the annual school meeting was changed from the first to the fourth Tuesday of August, and are hoping it may speedily be returned to the first Tuesday, if not to a day even much earlier.

Doubtless this will be my last written report, as commissioner, to you. I shall be loath to sever the pleasant relations always existing between us, and shall ever feel deeply grateful to all the members of your Department for the many words of encouragement which, during the years of our connection, have been to me a constant source of strength and support.

May you never languish in your exalted mission, and your steadfastness bring you into the glorious light of perfect knowledge.

Glenco Mills, N. Y.

COLUMBIA COUNTY — SECOND DISTRICT.

ORVILLE DRUMM, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Austerlitz	9	10	10	245	21,167	\$3,970	\$288,347	\$1,204 26	\$1,495 53	6
Canaan	9	10	10	282	23,308	7,325	1,404,093	1,225 95	2,439 88	13
New Lebanon ..	15	15	16	376	29,336	9, 05	711,319	1 8-7 09	2,324 00	7
Stockport	4	5	6	402	38,915	8,250	1,041,919	978 60	2,275 09	....
Ghent	11	13	20	798	93,621	35,070	1,975,792	3,164 92	7,968 35	25
Chatham	18	18	20	604	53,075	11,540	2,433,922	2,541 13	4,341 88	18
Stuyvesant	6	12	9	359	37,007	8,070	1,352,718	1,2 6 89	3,191 11	18
Kinderhook.....	9	11	15	590	61,785	21,278	2,188,037	1,976 97	5,273 72	6
Hillsdale	16	17	17	399	36,755	6,400	756,312	2,030 23	3,056 87	19
Total	97	111	123	4,055	394,969	\$110,008	\$12,182,519	\$16,266 04	\$32,866 43	112

General.

During the year I have held nine public examinations under the uniform system. Ninety-four different persons have been examined, eighteen of whom have failed to get any license whatever. I have conducted these examinations regularly during the past six years. It has been my aim to show in them, by example, the order and decorum that should pervade a well-conducted school. If I have added to this the impression that the work has been honestly done I am satisfied. The work which devolved upon a commissioner during the first years of the adoption of this system has been considerably lessened. The recent changes in the dates for holding these examinations are in line with my recommendations of the past two years. The marking of the first-grade papers at the office of the Superintendent of Public Instruction will secure uniformity throughout the State. I wish to recommend that, in the future, only those first-grade certificates issued on the markings given from the Superintendent's office be renewed without an examination.

School Librarian.

This district had somewhat anticipated the general effort now being made to maintain libraries of good, clean, readable books. Many teachers in the smaller schools had procured, through the help of the children and their parents, a small, but good, library.

To these have been added the public libraries of East Chatham and Canaan, which, with the good number already in our union schools, starts us well in this important matter.

Arbor Day.

Arbor day exercises were held very generally throughout the district. One hundred and twelve trees were planted by the trustees, teachers and pupils. A very pleasing custom has been established of associating with these trees some historical character. This custom needs encouragement. It is beautiful and appropriate for the children, each returning year, in the innocence and purity of childhood, to plant and dedicate a tree which will stand as a natural monument of their love and admiration.

Teachers' Institutes.

Our last institute was a very enjoyable and profitable one. The spelling contest was a new feature. No teacher fell as low as fifty per cent, while two tied on 100. For this county I would recommend a graded institute. Let the teachers of both commissioner districts meet together. Send two conductors, grade the institute as you would a school, give primary instruction to those engaged in primary work and advanced instruction to those engaged in advanced work, with some general exercises that will be of interest to all, and I believe we would have better institutes than we have under the present plan.

This will be the last report that I will have the honor to submit to your Department. I would recommend the advancement of the minimum age of a teacher from 16 to 18 years. I would say that the work of a commissioner has been full of interest, pleasure and profit to me, and I would thank all who, by their courtesy, encouragement and, perhaps, forbearance, have aided me in the efforts that I have put forth.

Stuyvesant Falls, N. Y.

CORTLAND COUNTY — FIRST DISTRICT.

L. F. STILLMAN, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted 1893.
Cincinnatus....	7	13	7	174	17,918	\$2,600	\$317,400	\$867 50	\$684 96	15
Cortlandville ...	19	42	39	1,641	188,117	29,600	2,889,737	5,629 22	9,862 46	15
Freetown	8	16	8	745	14,024	2,615	253,795	928 14	512 22	15
Harford	7	13	9	215	17,979	3,050	265,289	1,060 78	894 42	13
Lapeer.....	8	13	8	146	11,507	2,525	302,707	907 57	412 51	5
Marathon.....	6	16	12	414	45,723	8,050	803,415	1,605 69	2,573 48	5
Virgil	20	35	21	314	27,913	5,975	441,013	2,360 18	1,757 48	25
Willet.....	5	7	6	154	14,427	3,950	253,013	732 40	816 02	12
Total	80	155	110	3 203	337,598	\$58,425	\$5,526,269	\$14,091 48	\$17,543 55	105

General.

In submitting this, my last report, I do so with a spirit of satisfaction, as regards my efforts to raise the standard of schools from where they were in 1887. Yet I believe there is, and always will be, room for improvement, for a working, progressive commissioner is quite as essential to the public as professional teachers, and I believe my successor, N. L. Miller, will prove such a man.

The school course for normal, union and common schools is too complicated, has too much theory and not enough of common sense, too much drawing, botany, and note-book work and not enough intellectual arithmetic, spelling and penmanship.

Many teachers fail for lack of the proper utensils to do business with. The people should be more liberal, and furnish the necessary outfit for running a school properly.

The school-houses have doubled in value in the past six years. One-half of the number have been rebuilt, or substantially repaired.

The teachers have generally been faithful and earnest, and if the schools are improving much of the success is due to their untiring efforts.

The grading of rural schools in this county is a grand success, and I candidly think has improved the schools one-half.

In closing my sixth report I wish to thank first my constituency, and second the Department officials who, without exception, have ever treated me courteously and kindly.

Cortland, N. Y.

CORTLAND COUNTY — SECOND DISTRICT.

WILLIAM A. COON, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Cuyler.	13	24	14	293	24,821	\$5,565	\$398,994	\$1,638 68	\$1,150 73	11
Homer.	15	41	24	797	90,810	54,485	1,743,773	3,244 97	7,144 72	17
Preble.	10	24	10	206	17,403	3,915	538,211	1,295 73	1,189 23	12
Scott.	9	19	9	213	18,110	4 700	339,850	1,062 77	987 35	5
Solon.	9	20	9	170	13,042	3,630	271,064	1 0 3 60	797 39	6
Taylor.	10	19	10	184	14,436	2,930	205,075	1 131 31	901 62	9
Truxton.	12	26	13	278	23,864	6,040	375,645	1,530 99	1,224 82	7
Total.	78	173	89	2,141	202,486	\$81,325	\$3,872,622	\$10,928 05	\$13,395 86	67

General.

There has been but slight change in the condition of the schools since my last report. The number of pupils attending the different schools has remained about the same as last year. There is a gradual diminution in the number of children of school age residing in the rural districts, from year to year. There has been some difficulty experienced in securing teachers for those districts that are financially weak, and whose situation is somewhat undesirable. Less candidates have presented themselves at the uniform examinations than on any previous year since the examinations were instituted. The fine brick school-house of district No. 1, Homer, was destroyed by fire in January last. The school immediately secured quarters in the village and has done commendable work. A fine new structure of brick has been erected, at a cost of \$30,000, to take the place of the one burned. It will be ready for occupancy December 1, 1893. Other school-houses have been repaired and district No. 10, Homer, has voted to erect a new school building.

Teachers' Institute.

Our institute was joined with Commissioner Stillman's, of the first district, and was held at Marathon. A new departure was made by holding a graded institute, which was successful beyond our hopes and was greatly appreciated by all the teachers. Conductors McLachlan and Hendrick won for themselves great praise by the manner in which they performed their duties. Mrs. Mary E. Eastman, of the Cortland Normal School, however, was the favorite with all the teachers of primary work, and the manner in

which she did her work can not be too highly praised. On the whole, taking everything into consideration, the year's work has been successful and the schools are in a fairly prosperous condition.

Homer, N. Y.

DELAWARE COUNTY -- FIRST DISTRICT.

E. E. CONLON, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Colchester	27	9	33	813	63,469	\$114,405	\$577,281	\$3,874 58	\$3,771 36	11
Deposit	12	7	12	395	40,583	4,040	317,957	1,402 72	1,393 40	10
Franklin	24	12	24	419	39,899	11,307	948,525	2,824 79	2,299 39	13
Hamden	16	11	16	329	29,611	6,060	602,853	1,854 39	2,063 09	21
Hancock	21	11	26	1,043	92,709	19,625	1,141,561	3,410 76	8,215 56	25
Masonville	14	5	15	421	34,000	6,285	357,335	1,785 45	1,953 24	16
Sidney	15	1	24	787	81,333	42,434	753,467	3,075 86	6,991 86	12
Tompkins	25	9	25	618	51,977	8,907	476,146	2,962 79	3,410 60	31
Walton	24	9	33	1,168	136,586	53,615	1,154,166	5,180 14	9,619 41	20
Total	178	74	208	5,994	570,167	\$163,671	\$6,329,291	\$26,371 48	\$39,737 91	159

General.

Lord Bacon said: "That is the best lie which has the largest admixture of truth." According to this assertion, to say that the schools in this commissioner district are in a prosperous condition, would be a very good lie. Such a statement would contain a large admixture of truth. On the whole, the schools in the wealthier and more populous districts are fairly prosperous. Not so with the weak backwoods districts, and there are many such in this commissioner district. However, with a single exception, they "still live." If a few pupils have died from exposure in old tumble-down, dilapidated school-houses, there remains the consolation that they have entered into the joys promised to children: "For of such is the kingdom of heaven." If others have suffered physical deformity by reason of having been pilloried in those modern stocks, called "old-fashioned seats," there is comfort in reflecting that it is no worse, and if they shall survive their future confinement in "durance vile," of them may it then be said: "These are they which came out of great tribulation." If still

others have wholly escaped all misfortunes, they should rejoice at it, and may justly exult in their robust constitutions and their native powers of endurance.

Weak Districts.

We hear a great deal in these days about the "rich growing richer and the poor poorer," but nowhere, I apprehend, will this apply with such force as to the country school districts. Under the old plan of apportioning school moneys it came to such a state that the small districts received but an insignificant amount and their very life was threatened to be crushed out by the weight of their school taxes. Then the \$100 district quota came to their relief. This gave a new lease of life to them. But following closely upon this came the uniform system of examining and licensing teachers. The supply of teachers was suddenly cut down. Competition among teachers for the larger schools that could pay fair wages was sharp, and wages in these districts were kept down. Scarcity of teachers compelled a great advance in wages in the back districts.

A district with a valuation of \$10,000, in many instances, was required to pay as high wages as paid by a district with a valuation of \$50,000. And these are the conditions to-day.

The wealth of the populous districts—the smaller centers of population, the hamlets, the villages—is increasing, and the expenses of maintaining the schools in these districts are not increasing. The wealth of the strictly rural districts is actually decreasing and the expenses of maintaining the schools in these districts are increasing.

It is my best judgment that the numerous small, weak districts in this commissioner district are now engaged in a more terrific struggle for life than ever before; that the tax rates for school purposes are higher than at any time in the past. If the children in these weak districts are to have the advantages of the public school something must speedily be done to lessen the burden of taxation in these remote localities. The township system will do this. We must have it. Why should one man pay five times higher tax rates than those paid by his neighbor for the support of public education? It is unjust. It ought not to be.

Readjusting Districts.

It seems to me that the next Legislature should appoint a committee to consider the matter and report a bill readjusting the school commissioner districts in this State so that no district shall contain more than 100 school-houses. No commissioner can properly look after more than 100 schools.

In submitting this my last annual report, I wish to express my gratitude to the Department for the unnumbered favors extended, the assistance rendered, the encouragement given, and the uniform patience and attention accorded to me in all my correspondence and intercourse throughout my term of office. To teachers and district officers I return my sincere thanks for confidence manifested and courtesies shown.

Colchester, N. Y.

DELAWARE COUNTY — SECOND DISTRICT.
CHARLES V. BOOKHOUT, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Andes	21	19	23	464	39,227	\$3,400	\$676.788	\$2,651 45	\$2,627 77	27
Bovina	11	10	11	218	21,488	6,100	510,560	1,292 58	4,025 45	8
Delhi	19	19	20	453	41,023	8,170	1,273,198	2,309 68	3,185 62	25
Davenport	17	13	18	402	33,890	9,165	547,354	2,104 33	2,710 33	14
Harpersfield	15	7	15	293	24,630	3,832	353,335	1,710 71	1,246 31	36
Kortright	17	5	17	298	25,270	7,010	459,942	1,912 55	2,041 98	20
Middletown	23	13	26	808	71,588	13,956	679,748	3,233 18	5,261 58	23
Meredith	18	15	18	369	30,971	6,395	660,515	2,070 02	2,353 33	36
Roxbury	18	17	19	520	50,947	11,720	589,991	2,347 45	3,070 53	21
Stamford	10	10	17	549	55,474	14,500	701,172	2,296 73	4,064 74	13
Total	169	128	184	4,374	394,508	\$89,408	\$6,452,603	\$21,978 68	\$30,587 64	223

General.

The past school year has been one of progress and prosperity. Teachers are making better preparations for their work. A larger number are now attending normal schools than ever before. Sixteen appointments to normal schools have been made from this district since August 1, 1893.

The value of school property has increased. Five new school-houses have been built and others have been enlarged, renovated and reseated. In some cases school-house grounds have been enlarged and much improved. The new school-house and grounds at Bovina Center are now the finest in the commissioner district.

Two union free schools have been organized, one at Margaretville and one at Andes, each beginning the school year with five teachers.

The teachers' institute, held at Delhi last May, and conducted by Professor Stout, assisted by Miss Rice, Dr. Jas. M. Milne and Professor V. P. Squires, was a success and of practical value to all who attended.

Uniform Examinations.

The last change in the regulations governing the uniform examinations giving two days for the second grade examination and requiring higher per cents for the second third-grade certificate, I believe, was a step in the right direction. And yet I think with us a further change is needed. Many of our teachers succeed very well in passing the examinations for their two third-grade certificates and then fail, or else have great difficulty in passing the examination for their first second grade certificate. Would it not obviate this difficulty to a great extent, if sixty-five per cent were required for the first third-grade certificate and seventy-five per cent for the second third-grade?

Teachers' Institute.

We consider the teachers' institute that was held at Roxbury, October 23-27, with Professor Henry R. Sanford as conductor, the most successful institute ever held in this commissioner district. The attendance was large, 192 teachers being registered. The work of Professor Sanford, Miss Rice, Dr. Wm. J. Milne and Professor Bugbee was to the point, was appreciated, and awakened great interest and enthusiasm among all the teachers. While inspecting schools the past week I found teachers utilizing many of the valuable ideas presented at the institute.

Roxbury, N. Y.

DUTCHESS COUNTY -- FIRST DISTRICT.
WILLIAM R. ANDERSON, School Commissioner.

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by Commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public-money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Amenia	12	12	14	368	34,804	\$11,190	\$1,427,026	\$1,833 68	\$4,964 84	14
Beekman	5	5	5	158	12,790	4,515	649 307	629 11	1,167 16	21
Dover	13	13	13	394	21,000	3,936	1,112,703	1,416 40	2,691 37	14
East Fishkill	11	11	11	433	35,121	7,135	1,235,318	1,451 17	2,987 69	22
Fishkill	6	10	31	1,681	202,401	91,450	4,059,123	5,268 00	15,628 13	20
La Grange	13	13	12	349	28,473	7 210	1,148,965	1,511 69	2,129 20	9
North East	12	12	14	462	40,631	10,725	1,525,502	1,759 89	3,496 49	15
Pawling	9	9	12	875	39,564	11,460	1,388,831	1,507 28	3,443 20	28
Pine Plains	8	8	9	254	22,891	6,685	968,224	1,237 22	2,170 65	9
Stamford	14	14	14	293	23,389	5,740	1,371,263	1,649 21	2,379 97	10
Union Vale	10	10	9	208	15,924	6,150	597,449	1,043 18	1,674 28	13
Wappinger	7	8	15	856	90,472	25,200	2,406,225	2,407 89	5,956 06	2
Washington	12	14	14	456	41,471	5,420	1,482,158	1,678 49	3,150 57	13
Total	132	139	173	6,192	608,931	\$197,216	\$19,372,094	\$23,333 21	\$51,739 61	190

General.

In submitting my sixth and last annual report to the Department of Public Instruction, I desire to thank the State Superintendent and his efficient assistants for the uniform courtesy and kindness extended to me during my term of service. In retiring from the office of school commissioner, I also desire to publicly acknowledge my great indebtedness to the teachers of this commissioner district for the loyal support they have invariably given me in the discharge of my official duties, and to my constituents generally for evidences of their confidence and good will. I have given six years of hard and unremitting labor to the demands of the office, and have done my utmost to improve the condition of our schools. Whether I have been successful in any degree must be submitted for the impartial decision of others. I shall cherish in memory the pleasant associations of the office, and bespeak for my successor that same era of good feeling that I have enjoyed.

Millbrook, N. Y.

DUTCHESS COUNTY — SECOND DISTRICT.

THADDEUS J. HERRICK, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Clinton.....	10	11	10	293	27,035	\$5,550	\$1,118,614	\$1,280 58	\$1,963 06	4
Hyde Park.....	8	9	14	512	49,288	15,450	1,819,798	1,848 61	4,517 76	9
Milan	10	14	10	245	18,749	4,400	712,305	1,207 78	1,540 43	13
Pleasant Valley.	12	10	12	375	35,240	5,225	1,205,558	1,552 73	2,488 49	13
Poughkeepsie ..	10	9	14	654	56,340	26,550	3,521,273	2,000 75	5,879 93	4
Red Hook.....	8	8	14	729	68,035	13,400	3,260,319	2,259 99	5,636 30	11
Rhinebeck	12	12	20	612	59,727	23,250	3,652,166	2,585 87	6,402 28	20
Total.....	70	73	94	3,420	314,414	\$93,775	\$15,290,013	\$12,836 31	\$28,428 25	74

General.

While I can not report a great degree of improvement in the schools of this district, it is pleasing to note that we are not degenerating. Trustees and patrons have learned that cheap teachers are not profitable, or beneficial to the best interests of their schools.

The observance of Arbor Day was quite general, seventy-four trees being planted.

Throughout the entire district both school officers and parents are giving more attention to the condition of the school-houses and grounds than ever before, and the teachers are thereby inspired to do better work. The placing of the American flag over the school grounds has become quite general; fully three-fourths of the schools have them.

Examinations.

Since my last report I have held seven examinations upon the dates fixed by the Department of Public Instruction, and the regulations have been strictly observed. In that time I have issued four first-grade certificates and forty-three second-grade certificates; forty-seven have failed to obtain certificates. The number of teachers licensed without previous experience in teaching was nine.

Teachers' Institute.

A teachers' institute was held at Rhinebeck in October, with a complete attendance of ninety-three. Our conductor was Professor Henry R. Sanford, and a more successful institute has never been held in this district. The spelling contest was a grand success. Four contestants spelled 100 and the general average was ninety-one and six-tenths; only two spelled below seventy-five per cent, a most excellent record, and one of which the teachers of this district may well be proud.

I have nothing farther to offer, except that I would suggest that the compulsory education law be put into effect; I also favor free text-books, and the township system.

Lafayetteville, N. Y.

ERIE COUNTY—FIRST DISTRICT.

IRVING D. ECKERSON, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Newstead	13	16	20	807	81,840	\$14,500	\$1,497,541	\$2,534 88	\$3,591 73	41
Alden	12	12	14	488	44,309	12,200	1,133,997	1,820 65	3,224 37	10
Clarenc	13	14	25	907	83,673	19,100	2,035,711	3,051 39	2,124 48	28
Lancaster	10	10	13	659	65,987	19,500	2,191,536	1,863 99	4,033 41	1
Cheektowaga ...	9	9	12	560	55,530	14,100	3,460,355	3,009 91	4,804 59	4
Amherst	17	17	21	1,008	93,999	22,550	2,687,900	1,587 19	5,338 85	16
Tonawanda	6	7	28	1,615	193,061	57,225	7,524,326	3,680 08	16,203 65	....
Grand Island ...	10	10	10	261	24,047	5,000	1,007,820	1,204 44	1,850 00	....
Total	90	95	143	6,315	642,446	\$164,175	\$21,539,186	\$18,752 53	\$41,171 08	100

General.

In submitting this, my third annual report of the conditions of the schools in this district, it affords me pleasure to say that they have improved and shown a marked advancement during the past year.

The teachers have been faithful and have endeavored to keep pace with the advancement of education. We have had considerable trouble in this district with the frequent changes of teachers, but the trustees now are retaining those who have given good satisfaction and are hiring by the year. While it is customary to look only to our graded schools for live teachers and advanced methods, it affords me great pleasure to report that in many of the rural schools, work is being done which will compare favorably with many having better educational facilities.

Uniform examinations are a success and have worked a great improvement in the standing of our teachers. The system has sent a great many to the normal school to better qualify themselves.

I introduced uniform grading into the schools under my charge last year and I am well pleased with the result. It causes pupils to do more and better work. I was surprised to see the number that obtained certificates.

The trustees, as a rule, give attention to their school buildings and endeavor to keep them comfortable. Most of the school buildings in this district have been re-seated with patent seats and desks, which have added much to the appearance of the school-rooms and the comfort and convenience of the pupils.

Akron, N. Y.

ERIE COUNTY—SECOND DISTRICT.

M. F. RUSSELL, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Aurora	12	28	21	989	103,467	\$31,250	\$2,012,115	\$3,337 24	\$7,036 67	36
East Hamburg ..	12	25	14	464	48,904	12,445	1,366,924	1,795 38	3 751 28	37
Eden	12	25	13	406	30,123	6,690	922,467	1,662 64	2 013 73	15
Elma	10	20	10	385	30,510	7 050	1,060,207	1,278 25	1,762 12	29
Evans	14	28	19	711	76,767	16,365	4,560,569	2,513 11	4,255 93	28
Hamburg	13	24	22	844	94,268	29,060	2,405,592	2,758 38	7,911 22	31
Marilla	9	21	10	344	29 033	5,540	743,700	1,298 48	1,775 00	12
Wales	9	18	9	261	23,440	2,425	535,630	1,160 66	1,047 65	18
West Seneca....	10	20	13	699	80,210	30 000	1,896,301	1,897 84	2,790 18	27
Total	101	207	131	5,103	516,732	\$140,825	\$12,593,505	\$17,682 09	\$32,283 78	233

General.

Considerable progress has been made during the past year in repairing and building school-houses. A new house has been built in the new district, Number 13, of Hamburg, and another new one is being erected in district No. 8, same town. Several have been extensively repaired, and new seats have been put in two or three. Considerable school apparatus has been added and on the whole the year has been a progressive one.

The institute, held at East Aurora, during the week of October ninth, with Professor Welland Hendrick as conductor, was attended by 122 teachers, and was voted a success. The work given was practical and helpful and there can be no doubt that the teachers were greatly benefited by it. Two teachers' training classes have been conducted during the last year, in this district, one at Hamburg, and one at Angola. The showing at examination was only an average one.

Arbor Day.

Arbor Day is now pretty generally observed, and last year 233 trees were planted, besides having a general cleaning up in the school grounds.

Graded System.

The second year's work under this system shows the wisdom of adopting it. The aggregate days' attendance in this district shows an increase over last year of over 6,000 days, proving conclusively that the grading of the rural schools is doing what is claimed for it. A greatly increased attendance, more regularity and greater advancement in class-work is the record for last year. I have issued 2,154 cards of promotion and forty-two diplomas this year, against 931 promotions and twenty-six diplomas last year. The pupils not only look for them now, but really strive to earn them. Very few, if any, of the teachers would be willing to give up the system.

Miscellaneous.

Under the inspiration given to our patriotism a year ago by Professor Downing, fifty-three of the schools are now provided with flags and flag-staffs.

The feeling toward allowing some compensation to trustees is evidenced by the action of the annual meetings. In this district a year ago, thirty-one districts voted pay to the trustees. I believe it should be made general. The same difficulties exist now that have for years, viz.: The multiplicity of text-books, the irregularity of opening and closing the rural schools, and the

inefficiency of the compulsory educational law. We are waiting for the coming of the township system, which, we believe, will help to solve these matters.

South Wales, N. Y.

ERIE COUNTY -- THIRD DISTRICT.
W. C. DUDLEY, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Boston.....	8	10	8	357	14,464	\$3,360	\$444,289	\$935 34	\$965 56	3
Brant	6	6	7	420	21,184	7,900	695,438	879 34	4,303 76	11
Colden.....	10	17	11	432	28,146	6,600	597,041	1,346 78	1,287 38	9
Collins	10	9	13	650	66,208	10,015	1,150,960	1,590 38	2,351 63	11
Concord.....	15	34	28	1,059	96,401	26,790	1,937,233	3,460 59	6,058 33	15
Holland.....	11	18	13	474	31,607	8,725	791,101	1,639 90	2,260 07	21
Sardinia	13	20	14	400	20,448	8,380	729,823	1,870 91	1,632 95	13
North Collins...	11	13	14	580	41,448	7,975	1,036,846	1,721 13	2,725 00	11
Total.....	84	127	108	4,372	325,906	\$79,745	\$7,382,731	\$13,244 27	\$21,584 68	94

General.

The schools of this district are in a prosperous and progressive condition. The teachers manifest a desire to increase their own efficiency as well as to inculcate a spirit of progress in the schools. Teachers are desirous of having their school buildings and grounds as tidy as possible, and a majority of houses have an American flag waving above them.

Nearly every school has adopted the graded course of study, and it is favored by both teacher and pupils. Changes, perhaps, might be made which would better the present course, but, as it is now, it is certainly a long stride in advance of the old (in most cases) haphazard work.

Many school-houses have been repaired and many others have added desks and necessary furniture. Trustees are becoming more desirous of having a well-equipped school than they were in time past.

Uniform Examinations.

Teachers have had to work in order to keep pace with the advance in uniform examinations. Though a majority have succeeded in their attempts at obtaining second-grade licenses, I believe too great a difference exists in the necessary standing and

requirements for a second and third-grade certificate. It necessitates too many failures on the part of teachers of six months' or a year's experience. Were they required to pass a higher standing at the beginning, there would be as many teachers licensed and more second-grades than at present.

Compulsory Education.

If there be one educational bill passed in our next Legislature it ought to be a bill that will compel pupils to attend school and compel the parents to send their children. Parents and pupils can, with impunity, defy any school officer in his efforts to force children to attend school. There are such in this commissioner district, and, no doubt, the same conditions, exist in every district in the State. No one act would add so much to the success of the district school, in my opinion, as a substantial and successful compulsory law.

Springville, N. Y.

ESSEX COUNTY — FIRST DISTRICT.

JOHN T. HEALD, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Chesterfield	12	15	13	598	45,328	\$14,010	\$1,175,825	\$1,307 14	\$3,643 73	22
Elizabethtown..	8	8	11	343	29,349	7,311	379,041	1,322 00	2,359 18	10
Essex	11	7	13	362	27,608	8,160	724,198	1,523 16	2,231 63	16
Jay	11	17	16	440	37,300	6 918	320,610	2,112 60	2,250 97	27
Keene.....	8	10	9	259	20 558	3,740	253,863	1,168 02	1,223 26	8
Lewis	15	12	15	365	25,850	4,390	205,432	1,698 21	1,416 04	17
North Elba	5	5	8	340	33,190	6 300	224,107	980 65	2,650 80	9
St. Armand	4	4	5	198	16,074	3,620	124 911	745 39	1,148 15	3
Wilmington.....	7	7	7	231	19,757	1,605	59,948	846 98	669 81	33
Willsborough ...	10	6	12	436	32,443	11,615	687,649	1,504 78	2,066 96	15
Total	91	91	109	3,572	287,457	\$67,868	\$4,155,584	\$14,208 93	\$19,660 53	160

General.

During the past year those who have taught in the schools have, with few exceptions, performed very satisfactory work, as ascertained from patrons of the schools, trustees and by visitations. There is, however, a broad field for greater improvement in the future. It is desirable, and for the highest interest of all the people, that the schools be supplied with such teachers as will

labor to dignify and elevate their noble vocation, and by their earnest efforts qualify the children for the duties of life and good citizenship. I have not been able to visit as many schools as I anticipated, because of other duties necessary to be performed. Since October 15, 1892, I have held nine examinations, and examined 378 sets of answer papers submitted by 206 different persons. One hundred and thirty-four applicants failed to obtain certificates of any grade.

Training Classes.

It is a matter of deep regret that there is not a single training class in the ten towns of this district. An effort was made to organize one at Elizabethtown, a very fine location, but none has yet been established. The one at Westport, under the supervision of Professor F. V. Lester, has done noble work for some of the teachers who have taught under my jurisdiction. Two good classes, one at the county seat and the other at Willsborough, would soon furnish a better class of teachers and make them more numerous. Commissioners in whose districts these classes are located supply their schools with far less difficulty than those in whose districts none are to be found. These classes are the only means to save many of our small schools from extinction, as in them only can teachers prepare themselves to pass the examinations successfully.

Uniform System.

I hope it will not be considered captious in me for stating some reasons why I am not in favor of this system, as it now exists, having had an experience of nearly nine years as school commissioner in this portion of the county. It takes away too much discretionary power of school commissioners, who ought to be capable of knowing better what is required in their respective districts than the State Superintendent. Trustees are compelled, in many cases, to employ a teacher regardless of the price he or she may ask, there being no other alternative, and they spend much time in finding a teacher with whom they can agree on terms, without any reward for services. Those who hold certificates can take advantage of these trustees by charging them far greater wages than can in justice be paid, knowing that the representatives of districts are responsible for any loss of public money in consequence of neglect to employ a teacher duly qualified. The number of examinations are too few in large districts like this, making it very expensive for teachers to attend them. The questions in some examinations are much harder than those in others, consequently they who succeed in one might fail in another. It causes bitter feelings in weak districts, situated so far from others

that consolidation would not be justifiable. The amount of work to be performed under this system makes it impossible for commissioners to visit as many schools during the year as is desirable. An experienced teacher, whose marks are seventy-five per cent or more, in all subjects required for second grade, except drawing and current topics, may lose the opportunity of teaching for a whole term of school because he did not at the last examination for the year obtain a standing of at least fifty per cent in both of these subjects.

Teachers' Institutes.

I am strongly in favor of holding institutes in one town and then another, as far as practicable. The people of each town should know something of the labor performed and the good done in these institutes, as well as the teachers, for public opinion has much to do with the success of teachers in introducing new methods in school work. I do not believe any one will truly say that the institute held at Keeseville in June was not equal in all respects to others previously held in this part of the county. Professor Downing's work has given perfect satisfaction at five institutes in this county during the past three years.

Teachers as a rule observe Arbor day with much enthusiasm, and great good is derived from its observance.

The change in the regulations from one to two days, for second-grade certificates, has met with general approval of teachers.

Upper Jay, N. Y.

ESSEX COUNTY — SECOND DISTRICT.

CHARLES H. WILSON, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Crown Point....	19	26	25	749	59,171	\$13,875	\$1,002,680	\$2,906 53	\$4,242 40	43
Moriah	13	34	32	1,588	147,427	28,650	3,533,860	4,570 30	13,584 13	17
Minerva	11	14	11	300	21,368	4,900	137,700	1,279 63	1,811 11	45
Newcomb.....	4	3	4	59	4,054	1,375	157,782	430 10	518 46	9
North Hudson..	9	9	9	150	11,299	2,275	53,215	990 63	1,049 01	14
Schroon	11	22	13	416	37,076	6,550	249,170	1,563 60	2,409 16	19
Ticonderoga	9	8	20	990	105,634	15,500	1,332,061	2,824 86	9,138 76	58
Westford	11	7	13	493	51,405	11,100	755,717	1,761 58	3,827 06	27
Total	87	120	127	4,745	437,434	\$84,225	\$7,222,185	\$16,327 23	\$36,650 89	232

Uniform Examination Statistics.

Since October 15, 1892, I have held ten examinations, and, in connection therewith, have the following report to submit:

Total number candidates examined*	204
Number passing for first-grade certificates	1
Number of first-grade certificates renewed	3
Number passing for second-grade certificates	59
Number of second-grade certificates indorsed	9
Number passing for third-grade certificates	78
Number having received two third-grade certificates.....	6
Number who failed to obtain certificates*	67
Number temporary licenses granted	14
Number teachers licensed by other authority	25
Total number duly licensed teachers in this commissioner district, October 14, 1893	140
Number licensed teachers employed and teaching simultaneously	130
Number teachers licensed without previous experience in teaching	27

School Statistics.

Whole number of children of school age	5,812
Whole number of pupils registered	4,745
Average daily attendance of pupils	2,513
Total expense of the schools for the year	\$55,119 12
Total expenditure for teachers' salaries	\$40,899 96
Total average cost per pupil	\$11 61

General.

The uniform examinations are doing good work, but I am still of the opinion that a third-grade certificate should be issued for a period of one year, and that the candidate be required to obtain a standing of seventy per cent in arithmetic, geography, grammar, orthography and penmanship, and an average standing of seventy per cent in the remaining subjects for said grade. A candidate to be eligible to enter an examination should be 18 years of age. There has been no material change in school matters during the past year. Several school-houses have been repaired and refurnished, and general progress ensues. Teachers, as a rule, are better fitting themselves for their work, and thus enabling them to render more effective service. I can heartily recommend the commissioners'

* Includes only actual number of different persons.

uniform course of study as being one of the best methods to bring our schools to a higher standard.

The teachers' institute held at Crown Point, May 22 to 26, was a grand success. We again reached 100 per cent in attendance, which was due to our very able, as well as amiable, Conductor Downing and his assistants.

Arbor Day was observed in nearly every school, and 232 trees and many flowers were planted.

I look forward and hope for the passage of the township system bill the ensuing winter. With the optional clause, I can see no reason why it should meet with opposition. I wish to renew the suggested changes in last year's report.

Schroon Lake, N. Y.

FRANKLIN COUNTY — FIRST DISTRICT.

M. E. McCLARY, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Bellmont	14	13	15	499	36,210	\$8,315	\$265,504	\$1,871 13	\$1,592 58	19
Brighton	4	5	4	111	5,565	1,600	55,370	556 59	935 94	2
Burke	16	16	18	524	46,775	8,155	427,875	2,246 08	1,946 37	14
Chateaugay ...	16	9	22	775	80,357	16,321	614,980	2,669 80	3,221 34	32
Duane	4	5	5	86	6,573	1,070	127,128	449 84	709 30	4
Franklin	12	10	12	326	26,622	4,070	144,265	1,526 86	1,529 71	17
Harrietstown ...	2	7	10	403	46,803	18,675	223,365	1,475 07	5,700 28	6
Malone	25	26	50	2,005	181,426	78,190	2,776,791	7,515 15	17,760 59	29
Total	93	91	136	4,789	430,331	\$136,396	\$4,675,368	\$18,310 52	\$33,396 11	123

General.

I am able to report this year an improvement in the graded schools of this district. This is especially noticeable at Chateaugay, of which school Principal Edward L. Stevens has charge. I find there better heating and ventilation and better work and an increase in non-resident attendance of twenty-four per cent over last year. The district and town are fortunate in being able to retain Mr. Stevens. At Saranac Lake the six departments of the school are pleasantly located in their new building, and Principal Godard and his assistants have demonstrated that that famous Adirondack resort can give a new life to its schools as well as to

its health-seeking visitors. Malone village has also a new infusion of blood in its well-qualified corps of teachers, and this influence is felt for good. I wish I might feel that the smaller schools outside the villages were making as patent advances, but I can not.

I regret that the Department thought best to take from commissioners the right to issue temporary licenses. So far as my district is concerned I need the right and could and should use it to the advantage of both teachers and schools.

School Visitation.

With the increased work of the many examinations, we hold, in which only a small per cent pass, and therefore try again, with the August report, which is a source of dread to every commissioner who can not look on ignorant mendacity with composure, with apportionment, institute, etc., school visitation must become a secondary matter. In my district, outside of the villages, there are only four months when nearly all of the schools are in session, and to visit 110 schools in that time is next to impossible. Add to the work above mentioned the fact that as a lawyer I am called upon daily, and sometimes many times a day, to answer every possible legal question with regard to taxation, school boundaries, school law, and the rights, duties and liabilities of every school officer in my district, on every possible occasion, I am inclined to think that a person who is looking for a nomination for the office of school commissioner in hopes of a sinecure, better ascertain its duties before making the venture.

The Forest Commission.

I wish to protest again against the law that compels the school districts of the Adirondack Preserve to obtain the consent of a floating, shadowy Forest Commission before they can call on the State to pay its just share toward building a new school-house. The principle and the practice are wrong and without excuse.

I am in favor of a law that will give somebody, somewhere, and at some time, the right to enforce the attendance of children who are growing up in ignorance, simply because their parents do not realize the value of an elementary education. Patriotism ought to force the passage of such a law, with the necessary safeguards, and a law with a penalty attached that would mean business.

I desire to thank the Department for the courtesies extended to me here and at the capital, and for kind and prompt attention to many letters of inquiry.

Malone, N. Y.

FRANKLIN COUNTY — SECOND DISTRICT.

W. G. CUSHMAN, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Altamont.....	1	2	5	365	28,211	\$6,150	\$338,616	\$450 16	\$3,365 00	....
Bangor	14	8	17	594	52,922	12,360	639,360	2,082 38	3,455 71	13
Bombay	8	7	9	285	23,546	5,330	496,698	1,168 91	778 28	9
Brandon.....	7	2	8	218	17,024	2,994	165,461	951 78	887 27	1
Constable	7	3	9	293	23,445	3,715	214,244	1,124 47	1,081 75	10
Dickinson	12	7	12	444	38,261	4,725	336,312	1,500 56	1,759 96	14
Fort Covington.	11	10	16	514	43,229	11,615	435,253	2,140 42	2,262 48	27
Moir.....	11	8	14	567	45,607	9,620	602,365	1,796 62	2,040 39	12
Santa Clara	4	3	6	330	28,741	1,875	153,875	834 09	882 72	2
Waverly.....	5	....	13	443	41,123	8,315	242,808	1,553 09	2,487 94	1
Westville	9	12	9	351	26,820	4,251	241,389	1,116 90	853 15	27
Total	89	62	118	4,404	368,929	\$70,950	\$3,866,381	\$14,719 38	\$19,854 65	116

General.

The schools in this district are in a very good condition -- those that are in session. There is a scarcity of teachers, and higher wages prevail as a result. There is yet a number of schools without teachers. I have found in my visits that the school property is being improved steadily, and the out-buildings are generally kept clean and wholesome. Three new school-houses have been built in the last year, and other districts are contemplating building new houses in the near future. I have held ten examinations in the last year, and about fifty per cent passed for some kind of a certificate. This may seem low, but, nevertheless, true.

Our county institute, held at Malone last May, was a grand success, under the management of Conductor A. S. Downing. The attendance was very good, and good results obtained.

I am more than ever in favor of the uniform system, and hope it may speed on its way until it reaches perfection.

Ft. Covington, N. Y.

FULTON COUNTY.

W. W. CROUSE, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Broadalbin	12	21	13	317	37,322	\$7,365	\$420,838	\$1,738 99	\$2,110 91	15
Bleecker.	5	7	5	149	13,956	2,245	55,010	618 75	842 36	2
Caroga	4	7	4	97	7,709	2,310	54,525	465 87	717 91	2
Ephratah	12	20	12	361	33,239	4,430	326,105	1,518 12	1,802 39	13
Johnstown.....	20	37	45	2,229	262,916	81,800	3,521,991	7,684 10	18,948 75	51
Mayfield	15	28	17	541	42,709	12,247	616,582	1,929 94	3,590 10	16
Northampton...	11	20	14	455	45,500	10,880	381,430	1,792 02	4,354 57	37
Oppenheim	16	30	16	379	27,481	5,920	482,225	1,928 49	2,130 45	20
Perth	6	11	6	150	13,357	2,010	341,698	694 08	1,100 35	12
Stratford	8	11	9	189	14,059	3,065	70,781	1,045 13	1,510 84	38
Total	109	192	141	4,867	498,248	\$132,272	\$6,271,185	\$19,415 49	\$37,108 03	206

General.

This county has 109 school districts in which 141 teachers are engaged for, at least, thirty-two weeks each year. During the year, I have held ten examinations at which 182 different persons attended. As a result of these examinations I issued four first grade certificates; thirty-nine second grade certificates, and forty-six third grade certificates; ninety-three failed to secure certificates of any grade. The teaching force of the county at present consists of twenty-eight normal graduates; twenty-four holding first grade certificates; sixty-one second grades; twelve third grades, and sixteen holding temporary licenses. Since my last annual report, there has been a very decided improvement in the condition of our school buildings. Three new buildings have been erected, and several extensively repaired and made more inviting in their appearance. District No. 4, Johnstown, has added upward of \$40,000 to its school property this year. Two beautiful buildings have been erected and handsomely equipped with all the modern school furniture. The provisions of the law governing the apportionment of the library money is a step in the right direction. Seventeen districts have availed themselves of its provisions, and dictionaries and supplementary readers have found their way on the teachers' desks. The Northfield union school has been placed under the regents during the past year, a teachers' class established, and considerable apparatus and library purchased. This school is now prepared to do academic work.

If a law could be enacted giving each trustee reasonable compensation for his services to the district, and then hold him responsible for the loss of the public money in case he did not compel the children to attend school regularly, we would have a compulsory education law that would be put in force.

In submitting this, my last annual report, to the Department of Public Instruction, I desire to thank the Superintendent and his able assistants for the many courtesies shown me during my administration. All letters of inquiry have been promptly answered and good advice given. To the trustees and teachers of my district, I tender my sincere thanks for their hearty support and co-operation, without which my efforts to promote the welfare of our schools would have been in vain.

Johnstown, N. Y.

GENESEE COUNTY.

WILLIAM J. BARR, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Alabama	11	18	11	360	38,274	\$7,325	\$72,963	\$1,426 51	\$3,071 52	23
Alexander	9	12	11	299	29,645	10,850	1,023,875	1,363 72	1,947 61	15
Batavia	12	30	40	1,905	217,151	189,900	4,741,728	6,408 78	26,756 09	14
Bergen	8	13	12	426	46,911	10,075	1,171,909	1,624 36	6,165 29	8
Byron	8	11	10	314	31,725	7,535	1,132,175	1,243 24	2,660 95	6
Bethany	11	22	12	337	32,000	7,625	878,316	1,384 77	2,827 11	16
Darien	13	15	13	342	30,162	8,060	1,080,644	1,528 42	1,815 04	26
Elba	9	13	11	293	27,854	7,175	842,702	1,346 95	2,029 24	5
Le Roy	9	14	19	798	87,569	23,150	2,716,018	2,499 53	12,314 55	7
Oakfield	8	9	10	332	33,669	11,600	679,364	1,203 91	2,885 15	152
Pavilion	9	16	10	279	28,487	5,740	914,639	1,213 37	1,864 67	6
Pembroke	14	21	17	554	55,867	13,405	1,092,633	2,315 27	4,108 27	7
Stafford	8	9	10	327	33,100	7,550	1,163,306	1,303 71	2,486 61	10
Total	129	203	186	6,566	692,414	\$309,990	\$17,510,272	\$24,857 54	\$70,932 10	295

Course of Study.

The graded work is thoroughly established and is accomplishing beneficial results fully equal to expectations. During the year seventy-eight diplomas and 1,476 promotion certificates were issued. Graduating exercises were held in the towns of Alexander, Bergen, Bethany, Darien, Pavilion, Pembroke and Stafford. Printed programs were issued, pupils and patrons attended gen-

erally and, so far as possible, the commissioner was in attendance and presented diplomas. In towns not included in the above list, many of the individual schools held interesting exercises. The schools are now generally provided with framed copies of the course of study, and it is expected that during the present year the districts will provide suitable record-books, that the result of all examinations may be filed and preserved.

Educational Meetings.

The teachers' institute was in point of numbers, regularity of attendance and quality of work, a decided success. Meetings of the teachers' association continue to be interesting, profitable and well attended. The membership of the association now practically includes the teaching force of the county.

District Boundaries.

Matters pertaining to school district boundaries continue to tax the time and patience of a commissioner. This matter should be placed in the hands of some competent town authority. A commissioner would thus be relieved of not only the work involved, but also of that responsibility, which so frequently results in fancied grievances, tending to weaken the efficiency of the commissioner in those matters more properly included in his duties as a supervisory officer.

Observations.

The recent change in the time of holding the annual school-meeting is an undesirable one. The law should be changed without delay and an earlier date fixed for the meeting.

I am opposed to the change in regulations governing the matter of temporary licenses. It seems unnecessary that the educational machinery of the State should be set in motion in order to grind out a local permit "to teach for six weeks and no longer." The regulation also deprives the commissioner of the authority which should be his prerogative.

I desire to acknowledge my thanks for the firm support and courtesies extended by the Department.

Batavia, N. Y.

GREENE COUNTY — FIRST DISTRICT.

E. R. PARSONS, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Athens	8	22	13	557	60,141	\$ 6,595	\$1,653,266	\$1,909 72	\$3,853 57	23
Catskill	18	55	36	1,333	146,357	55,020	4,322,724	4,818 44	14,242 06	14
Cairo	12	20	13	340	26,411	8,925	704,660	1,567 48	1,865 06	16
Halcott	4	7	4	123	9,685	925	58,905	469 39	392 42	3
Hunter	9	22	10	483	40,721	8,425	744,061	1,498 57	2,618 96	12
Jewett	12	23	12	245	20,035	5,110	195,017	1,392 75	1,579 15	23
Lexington	12	19	12	277	21,466	4,865	303,075	1,421 86	1,533 42	19
Total	75	168	100	3,363	324,223	\$99,855	\$7,981,708	\$13,078 21	\$26,114 64	110

Condition of Schools.

The condition of the schools in this commissioner district has been steadily improving, and is now such as affords great encouragement for the future. The people are apparently taking a greater interest in the schools and in educational matters generally, and the teachers, almost without exception, are earnestly laboring to keep abreast of the times. The instruction given is better adapted to the wants of the pupils, and we are steadily gaining in improved methods, and better results are being obtained, as seen in the increased interest and attention of pupils in the studies they are pursuing.

While we still have a few teachers who have only a superficial knowledge of the branches commonly taught in our common schools, and no knowledge whatever of many other branches that should be taught, who have no definite plan as to the organization of a school, and no clearly defined methods of instruction, yet we are proud to say that many of our teachers are well qualified for their work and feel the dignity, nobility and responsibility of their profession.

Course of Study.

The course of study, which was prepared by a committee of school commissioners, has been introduced into about half of the schools in this district. Although not as much has been accomplished in the way of grading and classifying schools as I would like to see, yet a step has been taken in the right direction, and teachers are beginning to see that better work can be done by following as near as possible the plan provided in the course of

study. The matter of grading a district school requires some time to fully bring about a uniform grade, but by diligent work on the part of the teacher, it can be accomplished, and when once accomplished, better work can be done in our rural district schools. Pupils will see the importance of this system and will enter into the work with a will, from the fact that they can see from the beginning of their school days in district schools to the end. It is all mapped out before them, and, by diligent work on their part, can easily be accomplished.

Text-Books.

An urgent need of the schools in this district is a uniformity of text-books. While the present diversity of such books continues to exist, the schools can not rise to their real and true usefulness. It is impossible for teachers to do justice to themselves or their pupils when their time is fritted away, as it is and must be, where as in some schools I know, there are four or five different text-books on the same branch of study.

Difficulties in Districts.

There have been no difficulties in the districts during the last four years to cause an appeal to the Department, or even, with five or six exceptions, to trouble the Department with correspondence, that I am aware of. I have always felt that looking after these matters was among the most important duties of a school commissioner, and have frequently found, where I had gone to inspect the school, that I could spend the time to better advantage among the people of the district in adjusting or harmonizing difficulties or trouble that was affecting the school, than in the school-house, and I have always tried to be prompt in meeting these duties and, so far as I could, to bring about a satisfactory settlement, and I feel that I have succeeded fairly, for during the six years that I have served as commissioner, only one appeal has been made to the Department.

Conclusion.

In conclusion, it becomes me, as a public servant, about to retire from official duty, to return to the good people of my district, to all school officers and teachers, for their continued kindness and cheerful co-operation, my sincere and heartfelt thanks. That deep friendship, so freely extended to me by teachers and pupils, will never be forgotten. The assistance rendered by the Department is duly appreciated, and will be cherished long in grateful remembrance.

Hunter, N. Y.

GREENE COUNTY — SECOND DISTRICT.

NEWTON SWEET, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Ashland	6	9	6	182	17,419	\$2,860	\$230,245	\$746 04	\$648 72	1
Coxsackie	10	34	20	786	72,031	32,840	1,929,945	2,712 75	9,039 36	8
Durham	14	22	14	357	28,182	6,675	1,645,131	1,657 93	2,083 75	11
Greenville	16	26	16	378	26,984	6,250	960,352	1,897 04	2,042 97	23
New Baltimore..	14	28	16	481	47,229	5,900	1,118,493	2,143 24	5,297 92	6
Prattsville	7	7	8	231	19,120	2,200	1,214,975	955 73	1,049 81	8
Windham	10	13	11	296	24,667	5,875	530,905	1,368 62	1,420 44	8
Total	77	139	91	2,711	235,632	\$62,600	\$7,630,066	\$11,481 35	\$21,577 97	65

General.

This district has been steadily improving for the past six years. It is due largely to uniform examinations and the interest aroused by them. The trustees have noted that the teachers were more interested, more earnest and better prepared, and that they needed better surroundings for better work. About one-third of the school-houses have been reseated, seven new ones built and several thoroughly repaired; several more are soon to be built. If the same spirit of progress continues for the next six years, the second commissioner district of Greene county will compare favorably with any in the State. There are many excellent teachers in the district, but there are a few that ought not to teach; the demand has exceeded the supply. My greatest trouble has been to find enough good teachers for all the schools.

There is but one union school in the district — the Coxsackie union school. It is doing good work in preparing young teachers to take the place of those who are dropping out of the profession.

There is a good teachers' training class at Greenville, which has given to the county quite a number of bright young teachers, and is in a fair way to continue the good work. From these two sources, with the supply from the normal schools, I think, in the near future, the second commissioner district will receive a sufficient number of teachers to supply the district.

Official Visits.

I have made, since my last report, 139 official visits. My principal object in visiting has been to find what the teachers were doing and how they were doing it. I do not think a commissioner

should teach the school during a visit, but note the method of the teacher, and, by a few judicious questions at the end of a recitation, judge of the thoroughness of the work done.

Teachers' Institute.

The Greene county teachers' institute, held at Cairo, October sixteenth to twentieth, was conducted by Conductor Stout, assisted by Dr. Milne, of Oneonta, Miss Gratia L. Rice and Examination Clerk Thos. E. Finegan; it was a marked success. The teachers in times past thought but little of the institute, but at the present time all regard it as a week well and profitably spent.

I wish to thank the Department for the courtesy shown me on all occasions, and which is duly appreciated by me.

Conclusion.

It is a satisfaction to me to know that I leave the educational interests of the second commissioner district in a better condition than they were six years ago, and sincerely hope that improvement will be the watchword till all the pupils of our public schools shall become good and intelligent American citizens.

New Baltimore, N. Y.

HAMILTON COUNTY.

GEORGE A. MCCOY, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Amount of public money received from the State.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.*	Teachers employed for legal term.	Amount of money raised by local tax.	Number of trees planted, 1893.
Arietta	3	6	\$38,004	60	5,566	\$1,000	....	4	\$652 00	4
Benson	3	6	35,739	68	5,949	1,275	....	3	403 05	3
Hope	4	8	50,933	158	10,926	2,060	....	4	1,185 00	4
Indian Lake	7	15	86,259	188	16,292	4,480	....	7	2,939 19	15
Lake Pleasant ..	5	10	58,439	98	7,380	4,310	....	5	2,692 16	2
Long Lake.	5	10	50,574	115	10,064	5,330	....	6	3,439 76	0
Morehouse.....	2	4	26,308	45	3,476	825	....	2	550 00	0
Wells	9	18	119,840	332	25,901	3,820	....	9	2,101 62	5
Total.....	38	77	\$465,896	1,064	85,554	\$23,100	....	40	\$14,163 48	33

* Only a few of our trustees gave their valuation.

General.

There is little to report from this county that I have not spoken of in former reports; the schools are in fair condition, teachers doing good work, and the buildings and out-houses are in good condition and everything prosperous. There has been three new school-houses built this summer, two of them costing \$2,000 apiece, and will be used as graded schools with two class-rooms in each school.

Teachers' institute, at Blue Mountain Lake, was conducted by Professor H. R. Sanford, assisted by Professor Stout, and Miss Gratia L. Rice. We were also honored by the presence of the Hon. James F. Crooker, Superintendent of Public Instruction, who delivered an able address which was very interesting and instructive and was much appreciated by all present. The institute was well attended, every teacher in the county being present, some coming a distance of 125 miles to attend. I believe these institutes to be a source of great benefit to the teachers and schools of this county.

From every school district comes a demand for some legislation that will compel the attendance at school, of children of school age, something more effectual than is now in vogue.

I believe the people of this county would be well pleased with the proposed "township system," with a board of education of not over five members.

Sageville, N. Y.

HERKIMER COUNTY, FIRST DISTRICT.

S. H. NEWBERRY, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Fairfield	11	18	14	379	37,716	\$11,645	\$932,424	\$1,653 91	\$3,409 24	8
Herkimer.	11	21	27	1,019	125,819	44,975	3,541,351	3,802 04	11,060 13	3
Little Falls	8	14	30	1,280	174,348	86,800	1,730,383	5,301 15	16,079 99	2
Manheim	8	16	14	533	53,293	25,525	816,441	1,616 06	6,062 44	7
Newport.	7	15	9	303	32,786	9,125	730,117	1,268 03	2,314 89	1
Norway.	10	13	10	202	15,801	4,085	398,417	1,052 60	1,401 69	4
Ohio	8	13	7	153	9,802	2,130	123,408	804 17	788 65	2
Russia	15	24	16	467	40,327	6,095	665,380	1,872 04	1,953 10	7
Salisbury	14	16	13	371	32,893	4,130	368,355	1,501 83	1,861 61	8
Wilmurt	5	5	5	73	5,174	2,350	388,056	549 88	658 15	20
Total	97	155	145	4,780	527,959	\$196,860	\$9,694,332	\$19,421 71	\$45,589 86	62

General.

There are ninety-seven school districts with school-houses in this commissioner district. In these 145 teachers have been employed simultaneously for thirty-two weeks or more during the year. In the ten examinations held there were 197 different candidates, forty-three of whom passed for second grade certificates; sixty-five for third grades, and eighty-nine failed to secure certificates of any grade. There have been substantial improvements made in school property. The usual interest in school work has been maintained, and with few exceptions satisfactory results have been accomplished.

I believe that experience in teaching should have greater weight not only in determining who are entitled to certificates, but also in determining who are not entitled to them.

In this, my sixth and last annual written report to the Department, I wish to extend my thanks for the many courtesies received; to the teachers; the school officers, and the patrons for their earnest co-operation and assistance.

Little Falls, N. Y.

HERKIMER COUNTY — SECOND DISTRICT.

ELLIS D. ELWOOD, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Columbia	11	27	11	275	23,563	\$6,705	\$755,227	\$1,399 77	\$1,247 60	13
Danube	9	12	9	208	17,462	5,565	577,409	1,043 11	1,479 23	8
Frankfort	15	22	23	913	101,064	30,275	1,316,611	3,009 32	7,995 96	19
German Flats ..	9	17	35	1,371	172,213	51,300	2,246,660	5,152 63	14,318 21	11
Litchfield	9	12	9	199	17,686	4,030	484,055	1,077 59	1,270 48	5
Schuyler	12	16	12	232	19,292	6,175	759,768	1,372 30	1,892 81	10
Stark	11	22	11	216	20,684	4,325	518,223	1,270 78	1,658 25	22
Warren	10	21	11	248	21,604	8,025	446,399	1,250 34	2,227 53	28
Winfield	10	18	18	510	52,804	10,210	1,242,726	2,087 23	3,431 73	9
Total	96	167	139	4,172	446,372	\$126,610	\$8,343,078	\$17,663 07	\$35,521 80	125

General.

There has been a marked increase in the efficiency of the teaching force, due to the work of the training classes, the institute, the association meetings, and an increased desire among teachers to become proficient in their work. The teachers seem to have caught the spirit of school administration, and good results are following.

The principals of the four union schools, Ilion, Mohawk, Frankfort and West Winfield, are re-engaged for this school year. They are eminently successful in their respective positions and each has an able corps of assistants.

Mohawk has completed a new building at an expense of \$17,000. The village is justly proud of it. West Winfield has issued bonds for the erection of one which will cost about \$15,000. Several school-houses in the smaller districts have been thoroughly repaired and reseated. We need in some localities the township system at once.

Jordanville, N. Y.

JEFFERSON COUNTY—FIRST DISTRICT.

S. W. MAXSON, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during sch. ol year.	Value of school buildings and sites.	Assessed valuation of districts	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Adams.	14	31	22	656	69,270	\$14,350	\$1,838,658	\$2,782 39	\$3,747 96	4
Ellisburg.	28	49	34	820	81,551	25,900	2,185,567	4,000 92	5,148 66	31
Le Ray.	18	27	20	573	49,851	13,885	1,315,131	2,489 03	2,790 99	21
Lorraine.	13	29	14	263	22,964	6,910	549,805	1,612 00	1,073 65	4
Pamelia.	10	12	10	207	15,774	4,800	722,146	1,152 51	1,459 13	6
Rodman.	13	24	14	283	24,695	7,465	879,112	1,638 50	1,567 01	3
Watertown.	12	19	13	342	33,090	7,175	737,989	1,337 70	1,311 13	1
Worth.	7	14	7	260	18,890	3,255	195,633	843 73	630 51	1
Total.	115	205	134	3,404	316,085	\$83,740	\$8,444,031	\$15,856 78	\$17,729 04	71

General.

It is somewhat difficult to compare the year's school work, in this commissioner district, with the record made in previous years as the district has been materially changed. Three of the towns formerly a part of this district have been transferred to the third district of Jefferson county, and three smaller towns annexed to this district by the board of supervisors at its last session. There are now under my supervision, 115 school districts, in which are employed 134 teachers. There are by far too many schools for efficient supervision, especially after the many other duties are discharged.

Uniform Examinations.

The recent change in the "Rules and Regulations" are a decided advance and in my opinion will remove many difficulties heretofore in the way of the entire success of this method for securing

duly-qualified teachers. I wish to make one exception, and that is the rule making it a little easier to secure the first third grade. I think the time has come when we ought to raise the standing required for a third grade and thus secure better scholars and older persons, as a rule, for our beginning teachers. The step from the second third to the first second grades should be made shorter, not by lowering the standard for the second, but by raising the standard for a third grade.

Any person competent to teach school ought to be able to pass at least sixty-five per cent in all the third-grade subjects at one trial. It is not an extremely long day's work to take an examination in seven subjects. Then, for the second third-grade, add methods and civics, and require a standing of seventy per cent, thus leading up to second grade and removing one of the most serious objections to the system, the employment of third-grade teachers who are unable to pass for second grade, and, therefore, have to drop out of the profession to make room for others who are likely to follow the same course.

Adams Centre, N. Y.

JEFFERSON COUNTY—SECOND DISTRICT.

J. F. LARUE, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioners.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Alexandria	22	42	29	917	88,793	\$20,360	\$1,307,840	\$3,548 14	\$5,452 24	8
Antwerp.....	22	24	26	678	61,385	14,710	1,489,642	3,255 23	4,045 07	15
Champion	16	17	18	530	43,381	12,370	1,160,608	2,190 77	2,699 53	6
Philadelphia	10	14	13	435	41,392	10,765	958,330	1,668 62	2,022 74	2
Rutland	11	14	11	302	24,160	6,235	1,018,152	1,405 03	1,544 27	5
Theresa.....	15	20	20	541	49,551	13,190	1,015,728	2,463 53	3,295 80	3
Wilna.....	18	20	28	808	80,985	40,850	1,605,482	9,572 12	8,580 80	10
Total	114	151	145	4,211	389,647	\$118,480	\$8,555,782	\$18,103 44	\$27,640 45	49

General.

School matters in this district do not show marked change during the past year. A great deal has been done in the way of repairing school buildings, etc., and there has been a steady improvement along this line.

The recent changes in the regulations are, on the whole, satisfactory. It has been impossible to fill all the schools this fall

with regularly licensed teachers. The examinations are sufficiently rigid.

Time and again commissioners have urged the necessity of relief from clerical work in order that the supervision of schools may be more efficient. The need of this is especially urgent in the large districts.

There is general dissatisfaction with the change of date of annual school meeting.

Philadelphia, N. Y.

JEFFERSON COUNTY — THIRD DISTRICT.

PERRIN A. STROUGH, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Brownville.....	19	27	25	772	75,209	\$24,450	\$2,022,122	\$3,184 02	\$6,502 89	....
Cape Vincent...	16	12	21	604	63,755	12,705	1,687,770	2,676 75	4,281 03	....
Clayton.....	24	22	33	980	101,028	26,570	1,567,243	4,194 20	4,577 01	....
Henderson.....	13	18	14	331	28,613	9,275	933,425	1,706 14	1,699 60	....
Hounsfield.....	18	13	20	535	51,527	12,650	1,156,393	2,455 70	2,730 33	....
Lyme	16	10	21	510	53,960	15,550	1,300,840	2,559 74	3,187 48	....
Orleans	19	19	18	531	47,068	11,865	1,251,060	2,282 08	2,800 30	....
Total	125	121	152	4,263	421,160	\$112,405	\$9,918,853	\$19,058 63	\$25,778 64	....

General.

Since my last report school work in Jefferson county has been very badly confused, on account of the board of supervisors redistricting the county. Three towns were taken from the third commissioner district and three others put therein, giving me fifty schools to superintend, whose teachers and pupils were strangers to me.

The new district is about fifty miles long and one town wide, with nine schools on islands, four on a peninsula, and four on a point or cape extending into Lake Ontario.

My report shows 121 official visits during the year, and in those visits I have carefully examined the building and surroundings, and where repairs were needed the matter was reported to the trustee to be brought up at the annual meeting or an order issued to repair without delay. In all cases I have found trustees willing to make needed repairs to school-house or out-buildings, when the true condition of affairs was placed before them in a business-like way.

Teachers' Institute.

The teachers' institute for this district was held at LaFargeville, in April, and was conducted by Professor A. S. Downing. The institute was pronounced a success by every teacher present.

The recent changes in the rules governing uniform examinations were needed, and I believe that the system is now complete and satisfactory to educators, as far as the examinations are concerned. But I am of opinion the Department ought to have closer supervision of the examination and marking of papers by commissioners.

The irregularity of attendance and multiplicity of text-books are the most serious barriers in the way of grading common schools. These and the fact that we have a deplorable number of children whose names never appear upon a school register, demand the passage of a compulsory school law and a uniform text-book law, and experience leads me to believe that they can be made effectual only when incorporated in the township system.

The inequality of local taxation leads to parsimony in some districts and extravagance in others.

Legislation that will secure equal educational advantages at equal cost and compel the children of the careless and indifferent to attend school will promote justice and contribute to educational progress.

La Fargeville, N. Y.

KINGS COUNTY.

FRED. C. DEMUND, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by com missioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' at tendance during school year.	Value of school build-ings and s tes.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Flatbush.....	3	9	29	1,516	174,330	\$72,650	\$9,482,813	\$7,355 27	\$39,909 28	4
Flatlands	3	8	13	806	73,123	24,450	1,613,051	2,301 35	10,468 25	2
Gravesend	6	16	21	1,037	110,132	67,500	4,138,697	2,978 59	6,858 05	33
New Utrecht....	4	14	29	1,618	178,804	119,000	5,347,547	4,477 74	39,410 08	1
Total	16	47	92	4,977	536,389	\$283,600	\$20,582,108	\$17,112 95	\$87,645 66	40

General.

The schools are now in good working order, after the summer vacation, and the bright faces of the pupils would indicate the pleasure felt in being in their accustomed seats. The schools are

well attended and, notwithstanding the late additions to the buildings, there is still a demand for more room. Several new school buildings are in course of erection. Particular attention is given to the laws in regard to health and decency.

Arbor Day was observed with appropriate exercises, which were enjoyed by the children, their parents and friends.

The teachers' institute was held at district school No. 1, New Utrecht, ably conducted by Professor A. S. Downing. The attendance at each session was large. Visitors as well as teachers evinced much interest in the instructive work.

In visiting the different schools this fall we find many of the same teachers again at their posts, faithfully directing their charges in the paths of knowledge.

Those of my teachers who have had the opportunity of visiting the Columbian Exposition will possess numerous topics of profitable interest to disseminate among the pupils. Others less fortunate still have the magazines, which so aptly portray and so clearly describe the wonders of the "World's Fair" that no one can find a possible excuse for ignorance on this great subject, a subject which should be thoroughly imbued in the young minds, that one and all shall be stirred with patriotic enthusiasm regarding the rapid progress of our young nation.

Bath Beach, N. Y.

LEWIS COUNTY — FIRST DISTRICT.

E. L. DOMINICK, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-houses in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuations of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Lyonsdale	9	12	10	316	23,250	\$4,940	\$79,380	\$1,234 39	\$1,055 55	7
Turin	12	23	13	312	26,732	6,965	512,130	1,545 80	2,118 62	16
Greig	8	13	8	290	19,668	2,900	83,155	872 46	1,143 88	20
Osceola	6	7	6	168	13,623	2,055	65,135	734 18	671 52	8
High Market....	9	13	9	149	10,205	2,795	110,159	1,026 58	813 21	13
Leyden	15	29	18	368	36,608	10,047	566,547	2,010 90	3,197 74	12
Lewis	9	18	10	286	19,305	3,070	137,615	1,116 16	1,036 84	6
West Turin	10	19	12	342	30,205	6,245	525,916	1,528 81	1,998 51	11
Martinsburgh...	22	41	13	429	31,989	7,985	723,873	2,634 39	2,425 41	30
Total	100	175	109	2,660	211,585	\$46,382	\$2,802,910	\$12,803 67	\$14,463 28	123

General.

I herewith submit my third and last annual report. I desire to express my hearty appreciation of the consideration that I have received at the hands of the State Superintendent and his able and

courteous staff. Their ready advice and constant forbearance have enabled me to avoid and correct errors both in my own work and in the affairs of the district, thus making my work easier and more effective. To the citizens and school officers of the district I am truly grateful. Their loyal support and hearty co-operation have been a source of gratification and encouragement to me. In my visits of inspection I have found them ever ready and willing to execute my suggestions, often even beyond expectation. To the teachers especially I am lastingly obliged for their earnest loyalty and encouragement in every effort to bring the schools to a higher degree of efficiency. Whatever success we may have met is directly attributable to their persistent and united effort.

New School-houses.

I am pleased to report five of our schools opening this fall in new school-houses, equipped with new modern furniture. This makes a total of eleven new school buildings erected during the three years past, besides a large number that have undergone thorough and extensive repairs. Lyons Falls village has erected a new building, having two departments fitted with extensive slate blackboards and the latest improved heating and ventilating apparatus.

Pertaining to the general condition of our schools I have nothing further than I have stated in former reports.

Uniform Examinations.

The uniform examination is working some good to the schools. Wages are substantially raised. The more energetic teachers are striving to keep abreast of the times. Many are dropping out, exhausted by the severe requirements. During the past year I have indorsed twenty-five second-grade certificates and have issued twenty third grades on papers transferred from other districts. Holders of these certificates were attracted by the scarcity of teachers and higher wages. If it is not out of place, I would suggest that means be devised to exact strict honesty in conducting examinations and a greater degree of uniformity and exactness in marking papers.

Great care should be taken in preparing lists of questions. Many examinations have awkward or over difficult questions in one or more subjects, causing candidates to chase the commissioner about through several examinations to secure a certificate. Sometimes this arrangement has the effect to cause the candidates to exert themselves in preparation. More frequently it is, in my opinion, unjust and unnecessary.

Glendale, N. Y.

LEWIS COUNTY — SECOND DISTRICT.

ALSON COOK, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Croghan	21	24	21	769	55,954	\$7,817	\$373,443	\$2,704 48	\$1,712 66	45
Denmark	12	16	16	452	47,005	8,645	905,153	2,454 02	2,443 88	15
Diana	14	11	16	560	45,179	8,022	307,988	1,978 73	2,272 30	20
Harrisburgh....	11	10	11	180	13,878	4,100	403 351	1,241 01	887 80	3
Lowville	11	13	18	656	75,533	30,475	1,333,910	2,493 50	3,900 08	15
Montague.....	10	13	10	214	15,527	3,120	106,819	1,165 14	1,026 65	8
New Bremen....	14	14	16	542	42,099	7,076	261,985	2,026 41	1,498 23	29
Pinckney	12	13	12	247	28,373	3,740	318,835	1,392 13	910 05	4
Watson	10	10	10	317	2,325	3,650	85,258	1,209 81	810 51	21
Total.....	115	124	130	3,937	336,073	\$76,645	\$4,096,742	\$16,665 23	\$15,482 16	160

General.

As the close of another year of hard work, I can note improvements, and yet our financial condition is such that we are obliged to have a large number of third-grade teachers at work in the schools. If finance had nothing to do with the matter, we are not able to get enough licensed teachers to fill the schools.

Our districts are mostly small and nearly all in rural communities. The teachers are energetic and anxious for the welfare of their schools, and I think they will make a supreme effort this year to introduce the grading system. There are very many obstacles to overcome, but I trust they will succeed.

There are many careless parents, who do not seem to realize the necessity of steady attendance to make progress certain with their children. May our Legislature this year come to the rescue, with a law that will cure this evil. All our large schools that have been mentioned in the years of 1891 and 1892 are still doing their best.

The association at Copenhagen, in June, was very well attended, and the papers presented were very strong.

The institute held at Lowville, October second to sixth, was pronounced the best ever given there. Professor I. H. Stout, Mrs. B. Ellen Burke, Miss Gratia L. Rice, and Prof. Freeman Allen, of the Potsdam Normal School, did their work well.

Hon. Charles R. Skinner, of the Department of Public Instruction, came among us on Friday, and gave us an exceedingly helpful

address. It seemed to put the teachers in touch and sympathy with the Department. Come again.

I wish to extend my thanks to the Department for its courtesies upon all occasions.

Denmark, N. Y.

LIVINGSTON COUNTY — FIRST DISTRICT.

J. D. SULLIVAN, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Avon	12	22	17	610	68,570	\$14,455	\$2,698,778	\$2,385 53	\$4,614 83	38
Caledonia	7	14	11	337	48,076	11,305	1,805,035	1,199 32	1,839 64	5
Conesus	9	19	10	262	24,412	5,350	717,878	1,483 85	2,798 60	11
Geneseo	10	17	12	272	26,465	7,830	3,303,205	1,456 70	2,876 41	20
Groveland	8	16	8	246	21,397	3,425	1,453,283	1,007 96	1,399 05	19
Livonia	12	26	*17	589	67,836	22,625	1,857,385	1,669 50	2,896 16	27
Lima	9	21	13	502	47,699	6,150	1,761,553	1,875 16	2,817 47	17
Leicester	10	19	13	410	38,207	9,500	1,236,118	2,575 07	5,277 19	18
York	13	26	17	645	60,695	12,750	2,334,891	2,236 70	3,954 55	25
Total	90	180	118	3,965	403,357	\$103,390	\$17,168,126	\$15,889 89	\$28,454 70	180

General.

To report the present condition of the schools of this district would be simply to repeat, in substance, my annual report to your Department of one year ago. Our schools are doing good work — particularly our union schools, three in number, which are in a very prosperous condition. Prof. Reuben J. Wallace, an ex-school commissioner, has been at the head of the Avon union school No. 1 for sixteen years, and has made it a very strong institution. Prof. Ara Wilkinson has been principal of No. 5 — Caledonia — for about the same time, and has secured for it a good reputation, while Prof. Chas. S. Williams, a young man, is now serving his third year as principal of Livonia No. 9, and is giving excellent satisfaction.

The commissioners' graded course of study is now in force in nearly all the common schools of the district, and is producing excellent results. In fact, I have no hesitation in saying that it is doing for the rural school as much as the uniform examinations are doing for our teachers, and that is recommendation enough. Still, three years' supervision convinces me that the rural school

*And two teachers for twenty-seven weeks each in district No. 9, Livonia, for which partial quotas are asked.

is far from what it ought to be as a suitable place in which children are to be properly trained for citizenship and life. More money is the great and crying need of the rural school. Money builds better houses, buys better books, supplies better furniture, secures better teachers, maintains a better school, and, in fact, produces a better citizen. The want of money lies at the foundation of nine-tenths of the evils that curse our common schools to-day.

The farmer, 'no longer prosperous, is unable to suitably maintain the little school; and you can't, by tax or any other legal process, draw from him what he hasn't got — money.

But the State, with her amassed wealth centered in large cities, is abundantly able to bring within the reach of every one of her children proper school accommodations, and she should come at once to the rescue of these impoverished schools by legislative enactments.

The average Assemblyman apparently cares but little for the school upon the cross-road, but is willing annually to vote vast sums to maintain other systems — to improve inlets and outlets of small inland lakes, and other similar enterprises that benefit only private individuals and corporations.

Plenty of money in the public treasury for any and everything except the rural school.

Livonia, N. Y.

LIVINGSTON COUNTY — SECOND DISTRICT.

A. B. DUNN, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Mt. Morris	12	13	22	671	81,982	\$19,650	\$2,059,116	\$2,998 57	\$5,627 74	16
North Dansville.	5	8	16	631	71,959	33,125	1,655,670	2,294 24	6,153 80	2
Nunda	12	16	18	586	59,994	17,215	1,130,198	2,364 54	3,882 22	11
Ossian	10	15	10	208	15,347	3,960	509,665	1,137 34	1,116 49	....
Portage	11	10	11	249	18,361	4,640	701,482	1,276 56	1,079 05	11
Sparta	9	12	10	314	24,233	5,450	1,053,328	1,267 81	1,396 32	1
Springwater	18	22	19	490	42,033	9,950	1,099,518	2,360 92	3,018 43	3
West Sparta....	12	15	12	253	16,866	3,980	628,980	1,358 77	922 92	6
Total.....	89	111	118	3,402	330,775	\$97,970	\$8,837,957	\$15,057 75	\$23,196 97	50

General.

The work done by school officers in this commissioner district during the past school year has been very good. A school-house has been built nearly all new in district No. 3, town of Dansville.

In district No. 5 of said town they are painting and repairing their school, and a number in other towns are being repaired and furnished with new patent seats, etc.

With few exceptions teachers are thoroughly in earnest, and are doing good work. These exceptions are principally in the rural districts, where the trustees seem to want just such teachers as they get, for the lowest wages, merely to keep their schools in existence, with the least possible expense.

The union schools are doing finely, and showing marked improvement each year. A new union school has recently been established at Dalton (town of Nunda) and starts off very nicely.

The institute was held at Dansville, October sixteenth to twentieth, with H. R. Sanford, Ph. D., conductor, assisted by Mrs. Ellen Burke in primary work. There were only eighty-three teachers in attendance. The reason of the small attendance was that a number of schools had not commenced. All ought to have been in attendance, whether they were actually teaching or expecting to teach. We called it a very interesting institute, as we considered our conductors first class, and both faithful and untiring. Dr. Waterbury, of the Geneseo normal, was expected to be with us some, but on account of sickness in his family had to disappoint us, which we very much regretted.

The uniform examinations have passed the experimental stages and are a success.

Ossian, N. Y.

MADISON COUNTY — FIRST DISTRICT.

ROLLIN C. FRANCIS, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Brookfield	26	30	34	882	76,069	\$17,370	\$1,567,080	\$3,961 87	\$5,064 41	24
De Ruyter	10	10	14	383	39,446	10,885	556,796	1,677 22	2,476 57	3
Eaton.....	19	35	25	609	65,525	15,242	1,487,371	3,010 08	5,165 48	21
Georgetown	11	10	12	276	24,259	4,650	358,685	1,400 14	1,359 27	17
Hamilton	16	24	25	834	99,163	20,910	1,811,532	3,362 86	7,449 91	8
Lebanon	12	13	12	245	20,128	5,835	642,343	1,477 64	1,356 72	16
Madison	13	16	16	458	46,482	10,575	1,219,432	1,963 60	2,935 28	11
Nelson	14	21	15	255	20,382	4,833	638,175	1,667 53	1,403 46	15
Total.....	121	159	153	3,942	391,445	\$90,300	\$8,281,414	\$18,515 94	\$27,211 10	115

General.

During the past year I have made 159 official visits, and, with few exceptions, I have found the schools in a prosperous condition and a disposition on the part of patrons and trustees to make the schools more comfortable and attractive. Two new school-houses have been erected, four have received substantial repairs and several others have been refurnished with modern seats.

Our institute was held at Morrisville, and conducted by Professor A. C. McLachlan, ably assisted by Professor Welland Hendrick and Mrs. Mary L. Eastman, of Cortland Normal School, and Professor D. A. Lockwood, of Plattsburgh Normal School.

Local help was rendered by Principal L. W. Hoffman, of Brookfield; Miss Maude E. Antisdel, of Earlville, and Mrs. Adella N. Tuttle, of Morrisville. The institute was a success in every particular, and the teachers were pleased with the instruction and expressed a desire to have the same instructors for our next institute.

Two joint meetings of the teachers' association of this county were held, one at Oneida in February, and the other at Hamilton in May. Interesting and valuable addresses, exercises, papers, and discussions were had. These assemblies should be made an important factor in the educational work in every commissioner district, and, as a step toward increasing their potency, I would suggest that the district should be credited and the teacher paid for the time spent in attending, the same as allowed for attending institute.

In conclusion, I wish to thank the Department for the many courtesies shown me during the past six years.

Morrisville, N. Y.

MADISON COUNTY — SECOND DISTRICT.

DANIEL KEATING, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Cazenovia	16	34	23	724	84,700	\$17,600	\$1,967,430	\$2,965 57	\$5,578 57	17
Fenner.....	13	24	13	234	17,136	5,600	543,072	1,463 22	1,117 60	20
Lenox	24	51	60	2,205	302,655	75,285	4,692,169	8,106 22	26,461 43	41
Smithfield	9	17	9	179	12,051	2,710	572,463	1,009 66	686 69	11
Stockbridge	15	27	17	419	38,571	7,790	911,861	2,058 70	2,165 46	12
Sullivan	20	39	29	885	90,743	24,675	1,921,047	3,665 08	6,288 13	59
Total	97	192	151	4,646	545,856	\$133,660	\$10,608,042	\$19,268 45	\$42,297 88	160

General.

During the year ten teachers' examinations were held and 192 visits made. One meeting of the teachers' association was held.

The teachers' institute, held at Canastota, September eighteenth to twenty-second, was ably conducted by Professor A. S. Downing, assisted by Mrs. B. Ellen Burke and Miss Gratia L. Rice.

A beautiful, new school building has been erected in Canastota, and many changes for the better have been made throughout this commissioner district.

Of needed legislation, I may mention the following: The township system, free text-books, a compulsory education law, and that teachers should be at least 18 years of age.

In laying aside the duties and responsibilities of school commissioner, I desire to extend to the Department and to my fellow commissioners my sincere thanks for the many courtesies and kind favors received. The acquaintance and association gained during the past six years will cause many pleasant memories.

For my worthy successor I bespeak the same cordial and hearty co-operation from both teachers and pupils, as has always characterized their work.

Canastota, N. Y.

MONROE COUNTY — FIRST DISTRICT.

D. EDGAR PARSONS, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-houses in county.	Number of official visits made by commissioner.	Teachers employed for legal term,	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Brighton.....	9	19	13	569	52,252	\$20,250	\$2,132,705	\$1,714 81	\$5,111 92	24
Henrietta.....	11	11	63	457	43,301	10,950	1,557,518	1,698 14	2,983 13	35
Irondequoit.....	6	6	8	484	42,892	14,000	1,517,472	1,177 79	4,179 43	16
Mendon.....	16	16	21	678	76,160	17,925	2,121,004	2,728 09	4,528 12	23
Pittsford.....	10	12	14	420	44,003	25,170	1,695,209	1,839 17	4,770 96	168
Perinton.....	11	11	24	971	110,153	48,025	2,357,801	3,421 98	9,913 03	13
Penfield.....	12	13	14	557	55,069	9,750	1,262,711	1,871 97	3,010 91	13
Rush.....	9	9	10	331	29,238	6,500	1,331,477	1,288 37	1,995 68	10
Webster.....	13	14	18	674	70,002	20,150	1,267,070	2,220 88	7,711 86	24
Total.....	97	111	135	5,141	523,170	\$452,720	\$15,242,966	\$17,961 20	\$44,205 04	326

General.

In this, my last annual report as school commissioner of the first district of Monroe county, I have to submit the following:

First, in regard to the aggregate days of attendance, as shown in the above tables, you will perceive that the number of dis-

districts in which the school-houses are located in Monroe county remains the same as heretofore, to wit, ninety-seven; and yet, notwithstanding this fact, the teachers employed for a legal term exceed those of last year by four. This is because quite a number of districts in my commissioner district have for several years required more than one teacher, yet, because taxpayers were unwilling to pay the additional tax consequent upon the employment of such additional teachers, they were not employed. Having brought it to the attention of the trustees, that by the employment of an additional teacher for thirty-two weeks they would draw for the district at least \$100 as an additional district quota, besides being likely to increase aggregate attendance, the suggestion was made to them by me that if they employ a third-grade teacher at a salary of about six dollars per week, they would be getting the extra services of a competent teacher for the primary department at a nominal sum. The suggestion was received with approbation by the trustees, and indorsed by the district. Consequently quite a number of the schools, which before had only one teacher, now have two teachers. In most instances of this kind the principal of the school is a thoroughly qualified and experienced teacher, who has the supervision, not only of his own department, but also that of the primary department.

Official Visits.

You will observe by the comparison of this year's report with the report of last year, that I have made more official visits this year than last. Now, a word in regard to the official visits of a school commissioner upon the common schools of his commissioner district. When I was first elected school commissioner I felt in duty bound to make as many visits as possible upon the schools of my commissioner district. I was impelled to this conclusion by various remarks made to me by my constituency. The first three years of my experience as school commissioner was devoted as far as possible to the conscientious visitation of the schools within my jurisdiction. Such experience, coupled with my experience in discharging the clerical duties of the office, convinced me that under the circumstances the visitation of schools within the boundaries of my district practically amounted to nothing. I am more than ever convinced that under the uniform system of examinations for teachers' certificates, under which eight or nine examinations are held during the year, at which an average of about thirty candidates present themselves for examination, and by which, at least, from ten to fourteen examination papers are submitted by each candidate it is almost impossible for a commissioner who serves the State and his constituency conscientiously

to give more time to the business than just what the examinations themselves would require of him. But when you add to these duties, examining over 5,000 papers per year, and submitting reports to each candidate after each examination, and in addition thereto, reporting the same to the State Superintendent as well as making out certificates to those who are entitled thereto, it becomes almost an utter impossibility for a commissioner to discharge the above duties as he should do, and at the same time give that attention to the visitation of schools which is expected of him by those who elected him to the office of school commissioner. Furthermore, it is expected that whenever a district contemplates the building of a new school-house, the enlargement of school grounds, or the making of any other improvement for which a special school meeting is called, the commissioner will, at least, show his appreciation of the effort in that direction by his personal attendance upon the special meeting, which has been called for that purpose. And, again, whenever the boundaries of a school district are in dispute, and any legal advice is necessary on that or any other subject connected with the affairs of a school district, it is expected that the school commissioner will devote his entire time and attention to the solution of whatever legal question may be involved, without remuneration or any compensation whatever. In view of these facts, it will be seen very readily that it is impossible, under the present system of examinations, for a school commissioner to give entire satisfaction to his constituency, because, if he devotes his time to the clerical duties of his office, he will have no time to devote to visiting schools. On the other hand, if he devotes sufficient time to the visitation of the schools within his district, to become entirely exempt from criticism, then his discharge of the clerical duties of his office would become severely criticised by the Department of Public Instruction, at Albany. It seems to me, therefore, that the only solution of the question in regard to the proper supervision of the common schools of the State of New York, can alone be solved by adopting the township system. It seems to me that this fact has been sufficiently demonstrated by the condition of the schools, as shown by my report of last year. It will not take an expert in school matters, who reads that report to very readily see that the union academic school at Webster, the union academic school, at Fairport, the union academic school, at Pittsford, and the union academic school, at Honeoye Falls, succeeded in bringing to themselves nearly all of the advanced pupils, not only in the towns in which they are located, but also in the adjoining towns within easy riding distance, and that the common district schools within those several towns became, in fact, merely primary departments and feeders to the academic schools in question.

Supervision.

If there is one defect in our common school system it is this, the lack of proper supervision. You will readily perceive from the discussion of the question already had, and from your familiarity with the common schools of the State, that the time of the commencement of the district schools are far from uniform. Some of them will commence about the first of September, or before that date, and some of them even as late as December the first. Consequently, when a commissioner starts out to visit the schools of his district, it very frequently happens that in riding through a township he does not find more than one-half of his schools in session, and by the time the period arrives when he has the time and inclination to visit the schools of that town the second time, the roads may be impassable, the weather very inclement, or he may have an examination, or a teachers' institute which interferes with the visitation of schools, and in consequence it may transpire that one-half of the schools in that town may not be entered by him during that year. It follows, therefore, that the trustees and patrons of those schools which have not been visited by him regard their school commissioner as a very unworthy person for the office, and will use the fact as an argument to his disadvantage. I may say in passing, that no matter how much the trustees and patrons of the common schools complain of the commissioner in this report, it can not be said that it has ever been known within the memory of man that any trustee or patron of a common district school has shamed the school commissioner of the district by visiting their school any oftener than the school commissioner has done.

Attendance and Buildings.

You will please observe that the whole number of children attending school during the past year has been 5,141, as compared with last year, which was 5,482. I can not account for this decrease. The aggregate days of attendance during the school year has been 523,170, as compared with last year, which was 573,783, showing a difference of nearly 50,000 aggregate days of attendance.

As regards the value of school buildings and sites, there has been no material change; although I may say that the district comprised in the village of West Webster has made a very great improvement in her school-house. When I was first elected six years ago to the office of school commissioner, I visited the village school at West Webster, and found there an old brick school-house, which was nearly large enough to cover the school-house

site, and the children were obliged to play in the highway. As soon as I visited that school, during my first year as school commissioner, I felt called upon to urge the district to build a new school-house and to enlarge its site. As soon as such a proposition was made an earnest opposition thereto manifested itself, and for several years it was impossible to get any action taken thereupon; but by earnest solicitation it was finally proposed that a special school meeting be called to take into consideration the building of a new school-house and the selection of a new site. Almost immediately two factions arose, one in favor of, and the other opposed to any such improvements. The district of West Webster is composed almost entirely of those who have small holdings of real estate, who are engaged in market gardening and small farming, and who do not take a daily paper. Many of the patrons of the school are dependent upon others who are better informed than themselves for the current news of the day, and consequently the majority of the district is easily persuaded for or against any proposition of a public nature by arguments presented to them from a selfish standpoint. Consequently it will not astonish you to know that although a vote was taken, whereby a new site was selected and a new school-house proposed, yet from the diversity of opinions in regard to the expense of both, hot words followed, and to this day there is a great division in the sentiment of the district in reference to the running of the school and the expense attending the same.

Any school commissioner who is a politician, and who desires a renomination for the office of school commissioner would never have the temerity to suggest in a district like that of New Webster the building of a new school-house or the improvement of a site because, as I know from experience, it would thereafter be impossible to secure a delegation from that town favorable to his nomination.

Health and Decency.

In regard to the act in relation to health and decency in school districts of this State, I have to say as follows:

It is impossible for a river to rise higher than its source. Were it possible to enact a law whereby parents could be compelled to provide suitable outhouses at their homes in conformity with the laws now upon the statute books in relation to health and decency, it might then be possible for a school commissioner to secure the observance of the law in relation to health and decency as regards the school grounds within his commissioner district. Until it is possible to secure the passage of such a law by the Legislature of our State, and until it is possible to secure the enforcement of such a law by the officials of our State, it will

ever more be impossible for any school commissioner to secure the observance of the law now upon the statute books in relation to the out-buildings connected with the school-houses of the common district schools of this State.

Uniform Examinations.

During the past school year I have held eight uniform examinations. The total number of candidates examined has been 160. Of these two have secured a first-grade certificate, sixty-two have secured second-grade certificates, and fifty-one have secured third-grade certificates. I am satisfied that the rules and regulations governing uniform examinations for commissioners' certificates issued by the Department on the 1st day of August, 1893, are a great improvement upon any of the regulations which have preceded them, and that they might be further improved by issuing the first third-grade certificate for a term of one year instead of six months without the privilege of renewal and that no person should become a candidate for a second-grade certificate until after he had taught successfully for a period of at least one year. Most third-grade teachers commence teaching by securing a school composed of from fifteen to twenty pupils in some back country district, wherein the pupils are but slightly advanced in any study, and where they do not study anything more than arithmetic, geography, grammar and spelling; and, in my opinion, it is absurd to say that after such person has taught sixteen weeks in such a school, that upon passing the required examination they shall be licensed by the second-grade certificate to teach any school or any department of any school, within the limits of the commissioner district, wherein the candidate may reside. I am greatly in favor of the present method of issuing temporary licenses. I am glad that the trustee of the district is compelled to add his reasons to those of the teacher applying for the temporary license, and that the application must be indorsed by the school commissioner. This method of granting temporary licenses can only work for the best welfare of our common schools.

Appointments to Normal Schools.

There is a growing tendency of the graduates of the union free schools of my district to attend the normal schools in and adjacent to this county. Most of those who leave my district to attend normal school ask for recommendations to the normal school at Geneseo, for reasons which I do not know. I am equally friendly to the normal school in my own county, but where a candidate asks to be recommended to any other school I always conform to the request made.

Teachers' Institute.

My teachers' institute of last year was held at Brighton, N. Y. It was conducted by A. C. McLachlan, A. M., Seneca Falls, N. Y. He gave very good satisfaction, and won the attention of the teachers as well as any of his predecessors. He was ably assisted by Professor George K. Hawkins, of the Plattsburgh State Normal School, who is always a great favorite with us.

Teachers' Association,

The teachers' association, which I characterized last year in my report as being truly alive, continues to live. Professor E. J. Howe, at present principal of the Webster union school, is the only remaining officer of the association within this commissioner district, Professors Monroe, Boynton and O'Rourke having removed into other fields of labor. Our last meeting was held at Honeoye Falls. It was a very successful meeting. The good people of Honeoye Falls gave a free entertainment to the teachers in attendance on both days, and the association adjourned on Saturday afternoon in time to take their train for home. Most of the trustees were generous enough to give the teachers in attendance on Friday their time, but there were a few who still objected to it.

Trustees' Association.

The meeting of our trustees' association for the year 1893 was omitted. The responsibility of its omission rests with me, as the responsibility of its meetings heretofore have also rested with me. I have not yet been able to make up from any source the financial deficiency of last year. Notwithstanding this fact I have not lost faith in the efficiency of the association, and still believe that it may be brought up to a standard of success. I am convinced that my recommendations of last year in its behalf are founded upon good sense and good judgment.

Now, I bid you and the officers under you, as well as the teachers and trustees of the first commissioner district of Monroe county, my final farewell. During the six years which have passed, I have received at your hands, and at the hands of your predecessor in office, none but the kindest consideration, for which I am devoutly thankful. I wish to extend through this written report my cordial thanks to the trustees of my district for their co-operation and support in every effort put forth by me for the educational advancement of the schools within the first commissioner district of Monroe county. It would be impossible for me to exaggerate my appreciation of the thoughtful consideration of the teachers who have been employed under me during

the past six years. They have always responded with a cordiality beyond compare to every request made by me as their commissioner, and have acted up to all my suggestions with a readiness which I deeply appreciate; and if my teachers' institutes have been more successful in any respect than those of my predecessors, I owe it all to the fact that I have succeeded in gaining the good will and the co-operation of every teacher, whose duty it was to attend such institutes, and in whose power it was to contribute anything to its success.

For my successor in office, Mr. A. Worth Palmer, I have nothing but the kindest of feelings and the very best of wishes. It is my purpose to co-operate with him throughout his term of office, as far as in me lies, to make his administration in the office perfectly successful.

Hoping that your future administration as Superintendent of Public Instruction will be even more successful than that of the past, I bid you and those under you a cordial adieu.

Rochester, N. Y.

MONROE COUNTY — SECOND DISTRICT.

CHAUNCEY BRAINARD, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Chili	11	20	12	434	41,604	\$9,650	\$2,196,151	\$1,552 28	\$3,643 04	29
Clarkson.....	9	20	10	336	31,306	7,975	1,205,771	1,315 99	2,141 43	15
Greece	16	27	20	838	87,260	17,650	3,698,233	2,806 31	6,375 46	35
Gates	7	16	9	423	40,089	11,500	2,564,197	1,189 07	2,988 46	9
Hamlin	14	29	14	529	44,237	10,270	1,572,875	1,799 88	3,539 46	13
Ogden	14	26	18	563	60,310	15,185	2,159,562	2,334 53	4,363 35	3
Parma	15	46	17	710	69,489	16,100	1,982,604	2,196 16	5,542 17	47
Riga	9	18	12	382	45,082	6,950	1,586,526	1,580 93	3,236 90	16
Wheatland.....	9	16	15	570	68,940	22,040	1,791,400	2,100 96	5,056 76	8
Sweden	13	26	15	537	50,826	19,775	2,830,958	1,973 95	3,884 89	14
Total.....	117	246	142	5,385	539,143	\$137,095	\$21,607,277	\$18,850 06	\$40,872 02	189

General.

This has been a prosperous year in school work. The graded course of study was introduced in September, 1892, and while it has been in operation only a year most of the schools are well graded. The village schools did not adopt it at first, but now they are asking for it. Thirty pupils have already received diplomas.

I see no reason why our schools will not be greatly benefited by it. I think it causes more regular attendance and stimulates the pupils to work harder, as well as awakens an interest in the teacher.

There are 142 teachers employed in the district, of which two hold State certificates, fifty-six normal school diplomas, ten first-grade commissioner certificates, fifty-six second-grade certificates, and the remainder certificates of the third grade. The average length of time teachers have been employed in the same school is two years.

The teachers' association is in a flourishing condition. The last meeting was held in the rooms of the Rochester Business University.

Chili Station, N. Y.

MONTGOMERY COUNTY.

J. H. WEINMANN, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Amsterdam (city and town).....	13	13	51	2,673	325,599	\$112,400	\$10,385,387	\$9,509 88	\$27,832 87	33
Canajoharie..	14	3	22	783	86,472	44,930	2,259,697	3,028 78	6,440 68	12
Charleston....	10	16	10	241	18,740	5,790	697,542	1,177 20	1,395 08	26
Florida	13	25	18	822	78,135	14,325	1,803,736	2,529 59	6,297 63	40
Glen	9	20	12	467	51,787	21,725	1,665,910	1,667 55	6,519 98	5
Minden	17	15	26	915	106,842	27,400	2,542,504	3,608 50	8,401 51	22
Mohawk	10	9	15	589	64,213	25,100	2,370,214	2,162 00	5,878 27	3
Palatine	11	18	15	573	58,807	24,125	2,318,819	2,045 41	6,938 84	47
Root.....	14	8	14	396	32,743	9,150	1,217,462	1,617 35	3,121 60	15
St. Johnsville.	4	8	9	493	53,913	8,775	1,218,979	1,395 50	3,525 84	9
Total	115	135	192	7,952	877,251	\$293,720	\$26,390,250	\$28,641 76	\$76,242 30	212

Inspection of Schools.

Since my last report I have visited nearly every school in the county and some of them two, three or four times. As in the preceding year, being convinced that the graded schools are well cared for, I have given almost exclusive attention to the rural schools, and I am pleased to report that many of them are achieving a high degree of success.

I have urged the importance of teachers being on the school grounds early (by 8 or 8.30 o'clock), the advantage of having a

time program of school exercises within sight of the pupils and of running the school by it, and the necessity of doing thorough work upon the elementary processes, principles and definitions as a foundation for future advancement. Frequent attention has also been called to the facts (established by custom) that teachers are expected to manage their schools without too frequent calls upon the trustees for advice and help, that they are to see that their rooms are kept decently clean, that the proper temperature is maintained, that their pupils are not exposed to cold drafts, that the school property is not injured—in short, that they are to assume full charge of the school and to be held responsible for the results.

School Buildings.

I wish my report under this head could be more favorable. But the fact is that many of the rural school-houses of our county have been greatly neglected. Some of them have not been painted for years, clapboards have fallen off, doors are broken, there are holes in the walls, windows and doors do not fit tightly, some of the glass are held in the sash only by nails, etc. And until a recent date very few of them have had any proper means of warming or ventilation.

That districts will allow their schools to be kept in cold and unventilated school-houses is hard to understand. Such conditions certainly make the best teaching impossible, while both teachers and pupils suffer from frequent colds, nervousness and headaches that not only unfit them for their work but undermine their health so as to make them liable to other diseases.

In nearly all school-rooms (where special provision has not been made for properly warming and ventilating them) the stoves are placed in the middle of the front ends—just where the recitation seats ought to be. In cold weather these stoves are often heated red hot, and those who sit or stand near them become restless, dull and incapable of study on account of the excessive heat. At the same time those pupils who are sitting in the back seats are frequently suffering from the cold, so that they are incapacitated for study. Now when the pupils from the rear of the room come near the hot stove to recite their lessons and then return in a perspiring condition to their cold seats, is it surprising that they take colds? And when we add to the inconveniences and danger of excessive heat and cold, that debilitating poison, impure air, we have a combination of conditions which make it impossible to keep good school.

More than half of the rural school-rooms in our county are now warmed and ventilated by the system described in my last annual report. During last year Amsterdam, Canajoharie and

Palatine Bridge, each built a large school-house. The one at Canajoharie is considered by experts to be among the best school buildings in this State.

Teachers' Institute.

Our institute was a success. Professor McLachlan's enthusiasm and Professor Wheelock's strong common sense were both appreciated, as was also the excellent work of our local assistants. But I believe the most popular feature of our institute was the separation of our rural teachers from our graded teachers a part of each day, and the assignment to each division of exercises peculiarly adapted to its needs.

During the week beginning August seventh, I held a summer school for teachers in French, for the special purpose of strengthening our teachers where the uniform examinations had shown them to be weakest. About forty teachers were present, and seemed to be well pleased with the work.

Our tri-county educational council and our Montgomery County Teachers' Association have each held their regular three meetings. The programs were well arranged, the attendance good, and the interest healthful.

For the first time, Montgomery county now has three teachers' training classes — one at St. Johnsville, one at Canajoharie, and one at Fonda. They each have enrolled a high grade of students and are apparently doing well.

I think our county contributed its share to the educational exhibit at Chicago. The public schools at Fort Plain, Canajoharie, Palatine Bridge, Fultonville, Fonda, Fort Hunter and fifth ward (Amsterdam), sent exhibits through the Department of Public Instruction. And most of our academic departments also sent exhibits through the Regents of the University.

The change of date of the annual school meeting from the first Tuesday of August to the fourth Tuesday of August and the required application of an itemized statement of receipts and expenditures by school trustees are very unpopular in our rural districts.

The times of the examinations for second grades which bring so many of them on school days are unpopular with the teachers who have to close their schools to take them, and with the school authorities where the examinations are held, because they have to dismiss their schools for the sake of the examinations without receiving any direct benefit. The school commissioner also feels that it is an imposition upon all concerned to have these examinations interfere with the regular school work; and he regrets that his official duties compel him to ask school authorities to dismiss their school to accommodate the teachers at these examinations.

The new library law is working well in this county, as is evidenced by the fact that twenty-six of our school districts have this year raised money for library purposes.

Fonda, N. Y.

NIAGARA COUNTY — FIRST DISTRICT.

ARCH. C. SCOPY, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Cambria	12	34	12	369	30,437	\$8,800	\$1,167,640	\$1,469 66	\$2,040 40	19
Wheatfield.....	8	107	37	1,854	219,467	114,525	5,470,259	5,980 84	23,694 37	6
Lockport	16	33	16	709	60,878	13,700	1,752,717	2,211 27	2,561 07	25
Pendleton.....	8	12	8	308	30,150	7,800	972,205	1,146 90	1,288 36	7
Royalton	24	46	24	857	93,306	30,950	2,210,320	3,609 35	5,532 18	34
"Home"	1	2	1	....	.....	.....	.....	.....	.....	....
Total	69	234	98	4,097	434,238	\$175,775	\$11,573,141	\$14,418 02	\$35,116 38	91

General.

In making my third annual report, I can announce some advancement along the line of educational work. I find that the number of attendance during the year has been increased from 398,193 to 434,238, which shows an increase from last year of 36,045. Our school property has increased \$57,430. Interest manifested in improving the school-houses and yards, and the procurement of the necessary charts and maps are signs of prosperity that we are looking for. A great many districts are expecting to build new houses in the near future. We have a thorn in the flesh in our new Gratwick school-house. The board let the job of building a new school-house. The Superintendent of Public Instruction condemned the site, but the contractors built the house. It stands unused, and the district is renting a room here and there. I am sorry that this matter can not be adjusted in some satisfactory manner, so the district could have better school facilities.

A new building was erected in district No. 19, town of Royalton, Frank Carl, trustee. District No. 1, town of Cambria, was remodeled and fixed over, at an expense of \$400, Joseph Youngs being trustee. A little feeling was extant in the district, and that was finally overcome by the thoroughness of the work.

The grade examinations are continued in this district, and there are some benefits derived from them. Some of the teachers

take hold of them so slowly and manifest so little interest that it is very discouraging.

I have issued several diplomas in the last year, and all those receiving the same have been admitted to the Lockport union school.

Our institute at Lockport, under the instruction of Prof. Henry R. Sanford and local assistants, was one that was satisfactory in every particular. A goodly number of my younger teachers feel the need of better equipment and ask to be recommended to the different normal schools of the State, which I heartily do, and hope that the number this year will be a great deal larger.

North Ridge, N. Y.

NIAGARA COUNTY—SECOND DISTRICT.

C. N. HOFFMAN, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Niagara.....	5	9	6	176	13,695	\$6,500	\$850,693	\$708 59	\$1,429 72	4
Lewiston	12	26	16	581	56,974	12,400	1,518,598	2,123 92	3,130 12	8
Porter	11	30	12	470	41,130	8,050	1,117,739	1,648 37	2,283 67	5
Wilson.....	17	40	21	755	66,661	13,850	1,353,403	2,736 69	4,731 83	15
Newfane.....	18	33	20	702	60,741	12,850	1,425,496	2,421 58	3,478 77	35
Somerset	14	22	16	467	43,659	8,300	1,110,617	1,998 43	2,631 42	14
Hartland	17	32	17	586	54,930	11,850	1,370,919	2,196 81	2,647 52	25
Total.....	94	192	108	3,737	339,790	\$73,800	\$8,747,465	\$13,834 39	\$20,333 05	106

General.

Since my last report I have made 192 official visits, visiting nearly all the schools twice. I have found teachers generally doing good work, and I think my efforts during the past two years to increase an interest in the graded course for the common schools, have borne good fruit. There is an interest in school work evinced by patrons that I have not noticed before, that will be of great benefit to our schools. We have on the whole as fine a body of teachers as can be found in any district in the State.

Wilson union school has entered upon a new era of prosperity, having secured Professor H. C. Hustleby, formerly principal of Suspension Bridge school, for the ensuing year. A teachers' training class is to be organized there for this district.

The institute for this district was held at Wilson, November thirteenth to seventeenth. H. R. Sanford, A. M., Ph. D., was the

able and popular conductor. He was assisted by Miss Bertha Coleman, of Brockport Normal school, who gave instruction in drawing; Professor Bishop, of the Buffalo Normal school, and Dr. Edward Hayward, principal of Lockport Union school; also by Principal Hustleby, of Wilson Union school.

The institute, consisting of 115 members, was in every way a model one, having fifty who spelled ninety or more words in the contest, and Miss Anna M. Pease, who spelled 100. We were honored by an address by State Superintendent James F. Crooker.

The people of Youngstown have just completed a new building, at a cost of \$8,000. This is without doubt the finest school building in western New York, erected by a common school district, and it reflects great credit upon the enterprising citizens of Youngstown. Districts Nos. 12 and 13, town of Somerset, have been united, and a fine two-room building has been erected, at a cost of \$2,000, upon a new site, containing one acre.

I think the above a good record for one year, and hope the same spirit will continue until a few more old buildings have been disposed of in the same way.

Ransomville, N. Y.

ONEIDA COUNTY — FIRST DISTRICT.

LAURA F MAYHEW, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Deerfield	11	20	11	237	23,651	\$3,700	\$726,852	\$1,304 48	\$1,447 96	22
Floyd	9	18	8	153	11,404	3,250	417,986	1,047 38	1,110 17	6
Marcy	11	12	12	286	26,755	5,250	747,240	1,467 72	1,542 13	20
New Hartford ..	13	27	21	926	101,519	18,650	2,153,329	2,828 67	7,094 07	11
Whitestown	12	30	23	1,007	103,016	31,650	2,713,276	3,160 00	11,083 33	12
Total.....	56	114	75	2,609	266,345	\$62,500	\$6,758,683	\$9,748 25	\$22,277 66	71

General.

The great need of this district is more and better qualified teachers. The trustees of the smaller districts are especially troubled to find teachers who are well enough educated to pass the examinations. To be sure, there are a sufficient number who desire to teach if there were no examinations to pass. Four teachers are now teaching upon temporary licenses. I favor the plan of the State Superintendent issuing these licenses.

The long-felt need of allowing the teachers more time for second grade examinations meets the approval of all the teachers. They now have sufficient time to answer the questions intelligently. For three successive years Conductor Downing, with able assistants, has held very interesting and instructive institutes in this district. The new feature — the spelling contest — has awakened much interest in that neglected branch, and good results have followed.

In this, my third and last report, to the Department, I can honestly say that the schools are in a much better condition than three years ago. We have better qualified teachers and better schools. Most of the school property is in good condition.

I desire to express my hearty appreciation of the kindness and courtesy shown me by the members of the Department of Public Instruction. My work has been made much easier by their good advice and counsel. I also desire to thank the teachers, trustees and citizens of this district for their support and co-operation. By giving their support and ready co-operation, they have brought the schools to their present condition, and I earnestly hope that their interest will not cease.

Marcy, N. Y.

ONEIDA COUNTY — SECOND DISTRICT.
FRED E. PAYNE, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Augusta	11	22	15	469	46,301	\$15,040	\$882,868	\$1,912 49	\$3,096 72	12
Bridgewater	8	16	10	208	18,155	5,795	592,956	1,210 25	2,995 34	6
Kirkland	15	30	23	903	83,896	41,735	1,882,450	2,891 09	6,870 31	11
Marshall	10	17	12	293	24,003	6,410	653,675	1,310 31	1,435 57	8
Paris	13	24	18	612	61,752	13,220	1,276,052	2,401 79	3,777 98	12
Sangerfield	12	21	23	759	97,308	34,145	1,417,630	3,053 82	5,747 20	10
Vernon	10	19	18	585	60,334	8,275	1,266,798	1,985 32	2,956 75	11
Westmoreland..	17	27	18	552	46,139	10,690	1,084,472	2,191 09	2,486 25	41
Total	96	176	137	4,384	437,888	\$135,310	\$9,056,951	\$16,956 16	\$29 366 12	111

General.

The union and grade schools are having a larger attendance than ever before. The quota of teachers has been increased in all the union schools. On the other hand the attendance at the rural schools is steadily falling off. One district in the town of

Sangerfield reports but one pupil registered and this one under five years of age. Thirty schools report less than fifteen pupils registered. With but two or three exceptions the school-houses are in good condition; these two or three will be put in condition at once. New seats have been placed in all but three school-houses in the district. These three will be supplied on or before January 1, 1894.

I have had some difficulty in supplying teachers and have been obliged to find teachers in adjoining counties to fill vacancies. The reasons for this shortage of teachers are that ten second-grade teachers have entered normal schools, several have gone into other business on account of the examination, and others have failed to pass the examination.

During six years service as commissioner, I have held fifty-two examinations and issued forty-three first, 227 second and 312 third-grade licenses. Seventeen first-grade teachers, forty-eight second-eight normal graduates, four teachers holding State licenses and sixty-five third-grade teachers comprise the teaching force of the district.

The graded institute conducted by Professor Hendrick was successful in every way. Much of the success of the institute is due to the hearty co-operation and assistance of teachers.

I am very much pleased with the results of the commissioners' course of study. I have issued thirty-six diplomas and 575 grade certificates. Teachers, parents, and pupils have become very much interested in this system, and conducted as they should be, nothing but good can result from them. While this system increases the labor and expense of the commissioner, no district in the State should be deprived of it.

Clinton, N. Y.

ONEIDA COUNTY — THIRD DISTRICT.
NELLIE K. TIBBITS, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Camden	14	47	23	758	80,165	\$12,900	\$923,290	\$2,869 68	\$3,885 39	51
Florence.	15	33	15	353	27,469	4,975	216,511	1,775 06	1,050 07	8
Rome	18	39	18	437	36,917	8,670	1,371,788	2,129 86	2,652 49	15
Verona	26	59	30	1,016	89,951	27,400	1,706,733	3,802 23	4,214 60	24
Vienna.....	19	48	20	423	37,245	8,000	296,717	2,328 97	1,726 24	14
Total.....	92	226	106	2,992	271,807	\$61,945	\$4,515,044	\$12,905 80	\$13,528 79	112

General.

The constantly growing professional spirit among teachers is doing much for the schools of this commissioner district. Teachers do not rest contented to follow a plan term after term with indifferent success, but they are working with an energy that can not be too highly commended, to thoroughly prepare themselves for the profession of teaching. We have in the common schools eleven graduates of normal schools and many who have spent one or two years at a normal. The only discouraging feature is the desire on the part of taxpayers who have no children in school to procure the teacher as cheap as possible. It is useless to reason with them, as all they can see is the dollar. Those having children in school are willing to pay for what they receive.

The grading of the schools and the adoption of the uniform course of study is now an assured success. We should have more difficulty in persuading teachers to go back to the old system than we had to adopt the new. A teacher who is unwilling to carry on the work is not wanted, and has to follow the plan of starting out the morning after school meeting on a tour from district to district to apply for a school. Teachers who, by their own conception of their great responsibilities, can impress upon their pupils the value of knowledge and true culture are wanted, and do not need to look for schools.

Teachers' Institute.

Our institute was held at Verona, N. Y., December 12-16, 1892. It was successful and the teachers were all hearty in their praise of Conductor A. M. Wright and his assistants. The people of Verona gave the teachers a royal welcome, and in every way tried to make the week spent with them a pleasant one. The W. C. T. U. gave all members of the institute a reception, which was truly appreciated. The kindness of the Verona people and their pleasant village will ever be a pleasant memory and live in the hearts of all members of the institute.

The school buildings of this district are all comfortable, but all are not attractive. More interest should be shown in making the school-room pleasant. The children are unconsciously taught by it. Is it any wonder that pupils from pleasant homes dread the bare, cheerless school-room? A few of the teachers have succeeded in getting the co-operation of parents and pupils in decorating their school-rooms, so they are really little bowers of artistic beauty. I wish all teachers might receive a baptism of the same zeal.

Trustees.

There is a lack of interest on the part of parents to elect representative men for the office of trustees. It is a thankless office, and none desire it. It is a responsible one, and none should hold it unless he is public-spirited enough to discharge the duties for the best interests of the school. We forget that we are educating American citizens, training human minds for time and eternity. At no time in the world's history are true men and women more needed than at the present time.

Arbor Day.

Arbor Day was generally observed. One hundred and twelve trees were planted; yards were cleared of weeds and a commendable interest shown. Children can be taught to keep the lawn neat and have a pride in its appearance. Many flags were raised on that day. Appropriate exercises were held and more interest taken than ever before. Nearly every school now has a flag. Patriotism can not be too thoroughly taught. The children should breathe it with every breath.

Camden, N. Y.

ONEIDA COUNTY — FOURTH DISTRICT.

JAMES McCULLOUGH, School Commissioner.

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Annsville	18	21	19	491	38,575	\$7,575	\$414,229	\$2 227 70	\$1,722 37	21
Ava	9	13	9	222	15,116	3,220	209,710	1,014 23	600 65	15
Boonville	18	26	27	795	85,181	12,585	956,524	3,491 49	3,604 60	11
Forestport	10	16	12	406	37,327	3,925	123,901	1,572 21	1,512 11	21
Steuben	13	25	13	193	14,217	3,545	393,035	1,421 79	763 51	7
Trenton	13	26	18	666	62,854	15,365	942,511	2,233 60	2,569 54	13
Lee	17	30	18	467	44,566	8,281	490,695	2,150 08	1,998 62	21
Remsen	10	19	11	245	22,376	3,505	404,492	1,278 74	1,049 39	11
Western	20	31	21	380	33,817	6,830	644,875	2,375 00	1,956 61	12
Total	128	207	148	3,865	357,629	\$64,931	\$4,579,972	\$17,764 84	\$15,777 40	132

General.

The schools of this district are in a very good condition. One new school-house was built in Western, and quite a number have been thoroughly repaired in the other towns. The school-house

at Ava has not been touched, but I am told they expect to do something before long. The teachers are doing the best they can to improve the schools.

We had a good institute at Boonville, May twenty-ninth to June second. Prof. A. C. McLachlan, conductor, assisted by Prof. James M. Milne. The teachers liked the instructors very much. We are using the graded course in all the larger schools, and I think the results are good. I find it very difficult to get teachers enough to fill the schools.

Remsen, N. Y.

ONONDAGA COUNTY — FIRST DISTRICT.

M. C. SHARP, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Camillus.....	10	14	14	457	53,366	\$11,793	\$2,350,636	\$2,017 77	\$3,092 00	17
Elbridge	14	34	23	810	96 001	35,325	2,871,122	3,247 27	5,507 54	33
Van Buren	13	20	17	549	52,516	14,910	1,962,212	2,120 29	3,696 44	15
Clay	17	45	19	505	47,389	10,500	1,912,376	2,390 95	2,755 33	13
Salina	8	38	16	687	81,657	14,015	1,374,587	2,192 25	4,092 75	5
Lysander	21	29	37	1,390	164,679	50,690	3,691,239	5,567 70	10,619 93	23
Total	85	180	126	4,398	495,608	\$137,233	\$14,162,202	\$17,536 23	\$29,763 99	106

General.

The first district of Onondaga county, for the last three years, has maintained a higher average attendance per teacher than almost any other district in the State. We received nearly as much library money as the other two districts combined, which shows how energetic and thrifty our trustees are in school matters.

Our institute was held September eleventh to fifteenth, under the successful management of Prof. I. H. Stout, whose instruction extended over the entire field of school work, but was devoted principally to advanced subjects. Mrs. Burke took care of the primary work generally, and was a revelation to beginning teachers. Prof. L. D. Bardwell, of Cortland, who had become a necessity to us since our last year's institute, talked about "adaptation in nature," comparative anatomy and natural science. Prof. Welland Hendrick presented the subject of American history in a manner that gave it a new and increased value. We

have tried to have American history taught in every school. Prof. A. B. Blodgett, of Syracuse, gave a very interesting address on the subject of teaching qualities. Hon. Charles R. Skinner paid us an official visit on Thursday, and favored us with an address. Although our institute came the earlier of any in the State, over ninety-five per cent of the teachers were present.

The change of date for the annual meeting, from the first Tuesday in August to the fourth Tuesday, is universally considered wrong. It does not give time for the teacher to find the school she wants, or for the trustee to find the teacher his school requires. A strict adherence to the regulations has kept every school supplied with a teacher and every teacher supplied with a school.

The uniform system of examinations has done much for the teachers of the State and the cause of education; it could do still more if a uniform requirement were placed upon commissioners. To-day an unqualified person can not teach, but he may be, and frequently is, a commissioner.

During my three years in office I have issued 137 third-grade certificates, 115 second-grades, and six first-grades. The district has a good body of teachers and, therefore, good schools.

Three River Point, N. Y.

ONONDAGA COUNTY — SECOND DISTRICT.

W. J. SHOTWELL, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Geddes	3	7	9	425	33,433	\$10,350	\$2,456,900	\$966 85	\$3,574 30	1
Marcellus	12	27	18	587	69,107	21,600	1,469,038	2,346 68	5,228 48	50
Onondaga	27	54	36	1,035	108,076	48,555	3,038,375	4,698 39	7,678 07	57
Otisco	12	22	12	294	28,169	6,200	593,505	1,437 62	1,362 66	15
Spafford	9	14	9	239	19,439	5,305	588,765	1,040 03	932 22	6
Skaneateles	16	37	28	918	111,065	33,405	2,622,663	4,139 20	7,731 96	9
Tully	7	15	9	320	35,248	7,275	779,864	1,220 27	1,551 03	9
Total.....	86	176	121	3,818	409,537	\$132,690	\$11,539,110	\$15,849 04	\$28,058 72	147

General.

Another year has rolled around, and I am about to make my last report. For three years I rode over the hills of this commissioner district, trying to faithfully discharge the duties of the

office. As I look back over the work done, I feel convinced that there has been an improvement made in the conditions of the schools. The teachers are receiving a slight increase in wages, as the statistics show.

District No. 6, of the town of Onondaga, has, during the past year, erected a very commodious structure, at a cost of \$4,000.

The Solray Process Company, of Geddes, has built and beautifully furnished a school building, of modern architecture, in district No. 7, town of Onondaga, and presented it to the above district, free of charge. Would that there were more such companies in this locality. There have been five school buildings substantially remodeled.

Twelve persons entered normal schools from this district at the commencement of the fall term. The desire for normal training is increasing every year.

The work of the grading system in our rural schools has more than surpassed my expectations. The teachers are heartily in sympathy with the work and with their earnest co-operation a grand success is assured. I trust that every commissioner will take advantage of the work in the near future.

A very successful institute was held at Onondaga Valley the last week in September, under the management of Professor A. S. Downing, with the following assistants: J. M. Milne, Ph. D., Oneonta; F. J. Cheney, Ph. D., Cortland; Miss Rice, Buffalo; Mrs. Eastman, Cortland; Superintendent Blodgett, Syracuse; H. F. Miner, Skaneateles, and M. I. Hunt, Marcellus. Institute Director Chas. R. Skinner was present one session, and gave a very able and interesting talk to the teachers.

I advocate the following changes in our school laws:

The township system bill.

A compulsory education law.

A change in the annual school meeting to the first Tuesday in August.

A law to change the term of office of trustees from one to three years.

In closing this, my last report, allow me to heartily thank all connected with the Department of Public Instruction for the many courtesies extended to me during my term of office.

Skaneateles, N. Y.

ONONDAGA COUNTY — THIRD DISTRICT.

A. H. WILSON, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Cicero	14	43	25	572	56,194	\$15,382	\$1,648,892	\$2,229 22	\$6,531 67	24
De Witt.....	14	31	34	1,074	25,189	46,700	2,678,759	3,216 48	8,483 75	10
Fabius	15	22	27	420	40,765	8,343	770,945	2,090 21	1,754 72	11
LaFayette	10	22	17	312	29,509	7,175	1,137,219	1,680 30	1,633 43	15
Manlius	21	53	45	1,262	137,180	47,400	3,299,452	5,300 50	9,845 57	32
Pompey	24	47	42	594	51,836	10,735	1,741,312	3,229 54	2,800 74	25
Total.....	98	218	190	4,234	440,613	\$135,735	\$11,185,579	\$18,346 25	\$31,099 88	117

General.

I think teachers have taken more interest in their work the past year. I claim this is due to the institute held last November. While some of the union school teachers were not backward in saying, "the institute was of little value to me," the country district teachers felt that the knowledge was imparted directly for them, not shot over their heads to teachers who did not need it so much. The schools have, and are opening this year with good attendance; still too many pupils are kept out or allowed to stay out for various reasons that are not always the best of reasons. If parents could be more thoroughly awakened to the fact that their children can not make up a day lost out of the school-room there would be fewer days thrown away; there would be less discouragement on the part of teachers and pupils.

Although each year repairs and improvements are made in many districts, still there ever remains work in these lines, and that left undone exceeds the work done. This district has many public-spirited men and women who show much interest in the temporal welfare and comfort of the little school children. Consequently several school buildings have been thoroughly repaired, some reseated and many a new county map hangs upon a school wall that never boasted of one before. District No. 11, towns of De Witt, Pompey and La Fayette, is now a union school district, and plans are being made to build a fine, new building next spring.

Columbus Day and Arbor Day were generally observed. Parents took great interest in both days ; and by their presence to the exercises gave pleasure to pupils and teachers. The flags' now

owned by the schools cause many young and patriotic hearts to throb with pride. Teachers themselves have felt the rekindling of their enthusiasm and have taught with greater ardor the future citizens of our country.

Fayetteville, N. Y.

ONTARIO COUNTY — FIRST DISTRICT.

LE GRAND L. MORSE, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Farmington	12	23	12	346	30,900	\$8,765	\$1,534,026	\$1,585 93	\$2,065 01	15
Geneva	6	16	35	1,444	154,269	67,750	6,027,534	5,276 17	22,247 89	16
Gorham	14	26	16	459	41,729	9,460	1,849,241	1,882 03	2,991 53	8
Hopewell	12	21	12	316	28,443	6,175	1,514,927	1,449 40	1,756 48	22
Manchester	13	24	19	665	67,834	24,535	1,871,725	2,500 16	4,902 05	6
Phelps	20	34	33	1,426	142,263	45,205	4,264,933	4,466 72	11,258 08	20
Seneca	11	22	14	599	55,852	14,650	2,178,459	1,895 02	3,231 41	12
Total	88	176	141	5,255	521,290	\$176,540	\$19,240,845	\$19,055 43	\$48,452 45	99

General.

By referring to the blank accompanying this report, it will be seen that the aggregate days of attendance of pupils is several thousand less than was reported last year. This loss is to be accounted for by the fact that the schools were broken up by sickness. The Geneva union school was closed, by order of the board of health, for five weeks, and many other schools for shorter periods. As a whole the work of the year has been very satisfactory. A training class has been instructed during the year at Geneva, with good results. It becomes my painful duty to report the death of two of our best teachers, since my last report, Mrs. Caroline P. Leland, who had been connected with the Geneva union school for more than twenty years, and Professor Horace L. Clark, the efficient principal of the Shortsville union school.

Buildings.

The work of improvement still goes on. The school-houses in No. 8, Farmington, and in No. 15, Phelps, have been thoroughly repaired, making them almost as good as new buildings. District No. 8, Gorham, continuing the good work begun last year, has given the school-house a coat of paint and erected a new set of outbuildings.

Teachers' Institute.

The institute held at Phelps last March, conducted by Professor I. H. Stout, assisted by Miss Gratia L. Rice, Dr. James M. Milne, and others, proved very profitable and helpful to the teachers. There were no dull exercises, but all were full of interest from first to last. The board of education, the teachers of the union school, and very many of the residents of the village united in their efforts to make our meeting at Phelps one to be long and pleasantly remembered.

Arbor Day was quite generally observed by the districts. Many of our school-houses are provided with flags, and, I trust, the time will soon come when all districts will be so provided.

I believe that it would be for the advantage of the schools to have the minimum age of candidates for certificates raised to eighteen years instead of sixteen as at present. I also repeat, what I have said before, that trustees should be allowed, by law, a reasonable compensation for their services.

Victor, N. Y.

ONTARIO COUNTY — SECOND DISTRICT.

A. C. ALDRIDGE, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Bristol	12	24	12	287	22,994	\$6,420	886,054	\$1,418 07	\$1,604 88	15
Canandaigua ...	19	35	43	1,410	163,092	122,350	5,993,433	7,667 47	21,619 09	29
Canadice	9	16	9	149	12,284	4,390	473,255	1,018 42	887 40	6
East Bloomfield.	11	22	15	476	47,454	11,625	1,636,695	1,865 03	3,422 01	25
Naples	14	28	21	630	67,426	37,560	907,586	2,846 75	3,317 86	11
Richmond	10	21	13	333	32,892	11,675	919,984	1,623 50	2,378 42	15
South Bristol ...	12	19	12	265	22,778	5,785	411,321	1,419 57	1,696 59	7
Victor	11	22	15	601	62,864	21,225	1,907,969	1,964 05	4,726 22	10
West Bloomfield	8	16	10	289	28,253	6,400	1,942,703	1,234 77	1,770 37	5
Total.....	106	203	150	4,440	465,042	\$222,430	\$14,179,200	\$21,057 63	\$41,422 84	123

General.

During the nine years I have been permitted to serve as school commissioner much has been done by the State in perfecting our school system by the enactment of wise laws, and for school support by adding a half million dollars to the annual public school money appropriation.

There have been four changes in the office of Superintendent of Public Instruction, but throughout the successive administrations an aggressive and progressive policy has been maintained.

In this commissioner district liberal appropriations have been made for many new buildings, for repairs, new furniture, apparatus and libraries, in addition to what has been required for teaching and incidental expenses. A few houses yet remain needing to be replaced or rebuilt, and I am assured that they will soon receive attention.

Great changes have occurred in our teaching force. But twenty-five, teaching nine years ago, are still in active service. Many have married and retired from the work; a large number have either engaged in business or graded school teaching elsewhere; ten have died and five have been confined in asylums for the insane.

The work of the past year has been excellent, and in all grades surpasses in thoroughness and good results that of any former year.

I can not close my last report without expressing sincere gratitude to the Superintendent of Public Instruction and his able assistants for their indulgence and prompt direction in all school work; to the good people of this commissioner district for their kind hospitality; to school officers for their cheerful co-operation, and to my faithful teachers for their loyalty and support in every effort to raise the schools to a higher plane of efficiency.

Victor, N. Y.

ORANGE COUNTY — FIRST DISTRICT.

DAVID A. MORRISON, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Blooming Grove.	12	18	16	558	59,167	\$16,375	\$1,510,590	\$1,925 38	\$5,297 55	8
Cornwall.....	6	15	15	761	91,684	17,475	1,214,068	2,249 87	7,100 33	3
Highlands	4	7	10	580	70,774	24,650	602 592	1,540 63	6,361 63	..
Monroe	5	8	8	380	40,549	13,950	1,120,581	1,124 89	3,330 87	5
Montgomery	13	25	24	1,164	125,491	28,250	1,836,672	3,281 39	8,618 87	14
Newburgh	11	18	14	614	55,885	10,905	2,116,145	1,845 34	4,283 23	9
New Windsor ...	8	16	9	363	37,491	13,400	1,249,684	1,208 63	3,003 68	5
Tuxedo	6	8	5	251	23,650	4,250	1,251,441	673 47	1,771 73	...
Woodbury	4	7	8	339	33,038	10,150	542,825	1,104 31	4,030 01	12
Total.....	69	122	109	5,010	537,329	\$149,405	\$11,444,598	\$14,653 91	\$43,767 90	56

General.

The first commissioner district of Orange county, comprising nine towns, contains seventy-four school districts and parts of districts, sixty-nine of which have school-houses, in this county. Of these, five are union free school districts, sixteen have graded schools of from two to nine departments; the remaining districts employ one teacher each. In all there are 113 departments, an increase of four since September last.

The average time the schools were in session during the past year was 38.6 weeks. About seventy per cent of the children between 5 and 21 years of age attended the public schools. The amount paid for teachers' wages averaged \$8.75 for each pupil. The total cost of maintaining the schools for the year was \$70,614.90. Of this sum, a little more than twenty-one per cent was public money received from the State; about seventy-two per cent was derived from district tax; the remainder was received from other sources.

Progress.

During the past year the steady advancement in the condition of the schools of this district, noted in former reports, has continued. While the extent of this advancement may not be clearly defined in a single year, it may be measureably determined by a comparison of statistics for different years.

The difference between the totals of important items contained in my first and my last reports is shown in the following table:

	1867.	1893.	Increase.	Increase per cent.
Number of teachers employed	67	113	46	68
Average length of school term.....	34.2 weeks	38.6 weeks	4.4 weeks	13
Number of children between 5 and 21.....	7,690	7,331	.....	.....
Number of children attending school	4,456	5,010	554	12
Average daily attendance.....	1,871.075	2,853.575	982.500	53
Aggregate number of days attendance	342,235	537,329	195,084	57
Value of school-houses and sites.....	\$35,870 00	\$149,405 00	\$113,535 00	316
Assessed valuation of district.....	7,866,532 00	11,444,598 00	3,578,066 00	45
Amount of public moneys received	6,745 33	14,953 91	8,208 53	122
Amount raised by district tax*	24,601 25	43,767 90	19,166 65	73
Amount of district tax on \$1,000	3 13	3 82	69	22
Amount paid for teachers' wages.....	20,399 55	43,927 08	23,527 53	115

Teachers.

One hundred and fifteen teachers were employed at different times during the past year. One hundred and three were retained in the same positions throughout the year; forty-four have been kept in the same schools more than three years, and ten more than ten years.

* Including rate bills.

Twenty-one of these teachers are males, and ninety-four are females. Six were licensed by State Superintendents, twenty-three are graduates of normal schools and eighty-six were licensed by the commissioner.

Examinations.

During the past year ten examinations for commissioners' certificates have been held, and 155 candidates have been examined. As the result of these examinations, no certificates of the first, forty-three of the second, and twenty-eight of the third grade have been issued. Four of the candidates who received second grade and fourteen who received third-grade certificates passed in all subjects at a single examination. Sixty-seven candidates failed to attain the standing required to entitle them to any certificate.

The following extract from my last report is again submitted, in the sincere hope that it may receive due consideration: "The uniform examination system continues to produce good results, but not uniformly good. It is driving some successful and experienced teachers from the school-room on account of the annoyance of frequent examinations, or of failure to attain the required standing in answering questions that are sometimes trivial and unfair. A certain percentage of correct answers even to important and fair questions is, at best, but unsatisfactory evidence of the qualifications of the applicant. Ability to teach and to maintain order, tact in management, and other things should be considered. If successful experience is of any value, some credit should be given it in obtaining certificates."

Teachers' Institute.

A joint institute for Orange county was held at Goshen, April 10 to 14, 1893. Every school in this district was closed, and nearly every teacher was in attendance. Two hundred and forty-nine teachers were registered. The average daily attendance was 246.4. The success of the institute was largely due to the conductor, Professor H. R. Sanford, Commissioner J. D. Cary, and W. J. Milne, president of the State Normal college, also contributed to its success. The instruction in drawing given by Miss Gratia L. Rice, was exceedingly interesting and profitable.

Although the joint institutes held in this county have generally been successful, it is believed that district institutes are of greater benefit.

Suggestions.

The following suggestions are respectfully submitted:

First. That the annual school meetings be held at an earlier date, in order that trustees may have more time before the commencement of the fall terms to employ teachers, and to make such repairs, etc., as may be voted at the meeting.

Second. That the distinction between the attendance of resident and non-resident children be so removed that the apportionment of school moneys by commissioners be based upon the aggregate number of days' attendance of all children attending school.

Third. That the maximum limit of school age be changed from 21 years to 18 years, so that the legal may correspond with the actual limit, and thus prevent statistics regarding the non-attendance of children of school age from being misleading.

Fourth. That all uniform examinations be held on Fridays and Saturdays, so that no teacher would be obliged to close school more than one day in order to attend any of them.

Fifth. That in all examinations held for the purpose of ascertaining the qualifications of teachers every question, in every subject, should be so important that a teacher is better qualified to teach by being able to answer it.

Conclusion.

In closing this my fifteenth annual report, I wish to express my thanks to the Department for the many favors and the courteous treatment I have received. I desire also to express with gratitude my obligations to the people of the district, without distinction of party or creed, for their respect, confidence and generous support, and to teachers for their uniform kindness and courtesy, and shall always feel that whatever success I may have attained in my work, during these fifteen years of supervision, has been largely due to their efficient co-operation.

Newburgh, N. Y.

ORANGE COUNTY — SECOND DISTRICT.
WILLARD M. CLARK, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Chester	4	.....	10	427	49,399	\$7,525	\$959,961	\$1,366 70	\$4,572 04	...
Crawford.....	11	9	12	351	32,540	8,465	813,263	1,354 74	2,391 64	13
Deerpark	11	15	56	2,543	338,150	93,725	2,266,876	9,100 55	24,972 95	15
Greenville	7	8	7	159	14,219	2,525	342,478	817 06	1,234 44	11
Goshen	9	5	19	896	97,474	30,995	2,531,145	2,584 59	8,772 37	8
Hamptonburgh.	6	6	6	195	17,949	4,450	838 577	727 44	1,412 27	16
Minisink.....	8	9	10	341	33,843	5,010	604,564	1,280 83	2,489 48	13
Mt. Hope	6	5	7	333	33,677	8,200	661,228	961 00	1,936 54	8
Wallkill	17	14	17	511	43,011	9,325	1,083,544	2,080 97	3,417 81	25
Wawayanda....	10	8	10	392	29,357	6,245	708,078	1,243 63	1,918 99	8
Warwick	20	16	31	1,323	132,580	28,250	3,092,424	4,280 46	10,008 17	34
Total	109	95	185	7,476	822,199	\$204,715	\$13,902,138	\$25,797 97	\$63,126 70	151

General.

I believe I am safe in making the statement that the schools in the second commissioner district of Orange county are on a par with the schools of most, if not all of the commissioner districts in the State; both in the work done in the schools and the attendance during the school year. The general school work is up to the standard of previous years, while in a number of schools it is far superior to what has been done for a number of years previous. In a few school districts trustees have awakened to the fact that there are children of school age who make no pretensions of attending any school. These trustees are taking the proper steps towards compelling the parents and guardians of such children to send them to some school, at least a portion of the year.

The compulsory education law is a matter which most trustees have been very delicate about dealing with. I feel confident however, that after the example has been made by the few, the majority will take hold of the matter and carry it to a successful termination.

It is almost a general complaint among teachers of this commissioner district, and I presume in all other districts in the State, that parents and trustees do not visit the schools. I find in most school districts that the people are willing to pay fair wages to teachers and to purchase all necessary school apparatus, but show this lack of further interest by their non-appearance in the school.

School Buildings.

Since my report of last year over \$35,000 dollars have been expended in the district for building new school-houses and repairing old ones. Union free school district No. 12, of the town of Warwick, has about completed a new school building, with new improvements in ventilation and heat, at a cost of \$25,000. Districts Nos. 14 and 21, of the same town, have been consolidated with district No. 15 of that town, and have been formed into a union free school district. At the last annual meeting this district voted to raise and expend \$6,000 for a new building. A number of old school-houses have been repaired and reseated.

Teachers' Institutes.

The two commissioner districts of Orange county united and held a county institute last April. It was conducted by Professor Sanford and Professor Carey, of Otsego county. It was a successful and profitable institute. The work was divided into

primary and advanced courses. About half of the teachers were pleased with the plan of the work, while the remainder did not like the idea for the reason that they wished to see and learn everything of possible advantage to them in both the primary and advanced work.

Arbor Day was observed in most schools in the district. One hundred and fifty-one trees were planted. Besides the trees a number of districts planted shrubs, creeping vines and flowers.

In talking with trustees of a good many school districts I have learned that they are generally dissatisfied with holding the annual meeting on the fourth Tuesday in August, claiming that it does not give them time to select proper teachers and perform the various duties required of them before the opening of school in September.

Middletown, N. Y.

ORLEANS COUNTY.

EDWARD POSSON, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Albion	10	61	30	1,079	122,291	\$20,950	\$3,245,676	\$4,640 97	\$10,204 03	11
Barre	13	27	13	407	36,382	11,300	1,091,180	1,600 77	2,106 12	6
Carlton	17	35	18	572	50,908	13,000	1,356,197	2,177 76	3,053 08	11
Clarendon	9	20	10	314	27,975	7,350	776,348	1,227 92	1,444 90	13
Gaines	12	24	11	359	30,330	8,200	1,397,878	1,484 03	2,929 40	19
Kendall	10	21	21	332	30 588	7,975	912,949	1,368 29	1,959 77	5
Murray	12	42	21	795	82,093	22,000	2,019,882	2,716 77	6,104 50	7
Ridgeway	16	79	41	1,700	205,358	68,095	3,808,054	5,320 51	10,964 42	13
Shelby	14	32	16	481	49,262	17,375	1,546,407	2,008 75	3,084 92	3
Yates	13	27	14	490	48,527	9,165	1,004,792	1,619 02	2,369 49	16
Total	126	368	185	6,529	683,714	\$185,810	\$17,159,363	\$24,164 79	\$44,220 63	104

General.

The schools of this county are in a fairly prosperous condition. The village schools are doing excellent work, owing, very largely, to the employment of trained and experience teachers. The rural schools can not accomplish the best of work until the trustees employ a better grade of teachers and retain them as long as their work shows satisfactory results. Trustees and the people are interested in the schools, and in whatever pertains to their welfare. I believe that nearly all of the teachers of this county are

keeping themselves informed in the best methods of teaching, and are striving to better qualify themselves for their work, as seven are now attending State normal schools after having taught from three to five terms each.

Medina, N. Y.

OSWEGO COUNTY — FIRST DISTRICT.

A. W. WILTSIE, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Granby	19	39	26	912	93,020	\$15,700	\$1,632,990	\$3,370 75	\$4,043 94	39
Hannibal	15	32	19	564	54,919	11,450	728,597	2,337 25	2,152 22	5
New Haven.....	12	25	13	335	30,248	7,350	633,304	1,562 97	1,470 52	7
Oswego	15	30	17	563	47,909	11,200	890,563	2,093 95	2,301 82	25
Scriba.....	18	34	18	487	44,632	9,850	850,037	2,161 33	2,065 68	7
Volney.....	16	44	36	1,649	183,643	58,550	2,570,755	4,953 64	10,861 18	13
Total	95	204	129	4,510	454,371	\$114,100	\$7,306,236	\$16,479 89	\$22,895 36	96

Poor Attendance

A glance at previous reports from this commissioner district reveals the fact that the number of children attending school is 300 less than three years ago. As there has been no great change in the population of the district, there must be a greater proportion of the children of school age not attending school. This, to me, is an unpleasant feature of the work, and I have given the matter considerable attention. I have visited many parents, and tried to persuade them to send their children to school, or, in other cases, to send them more regularly or for a longer period. I believe that a compulsory school law is as much needed in the rural districts as in the towns and cities.

At the close of the last school year, district No. 9, New Haven, reported twenty-two children of school age residing in the district, and an average attendance of four and a half. The teacher reported no children at school for two periods of two weeks each during pleasant weather. It could not have been because the teacher was not liked, as at the beginning of the third week he had not seen a pupil upon the school grounds. This is not an isolated case, although it is the worst that has come to my notice. Surely such cases as this show that something should be done, and that immediately, to compel ignorant and indifferent parents to

send their children to school. The great question of the day is the question of compulsory education. It is for the preservation of the State that the children of the ignorant and the careless receive the elements of common school education. The State does but half her work when she compels property-owners to maintain a school and does not compel the children to attend.

General.

District No. 16, Granby, has built and furnished a new school-house during the past summer. It is properly lighted, has abundant blackboard surface, and is well ventilated. This is the only country school-house in this district with suitable arrangement for heating and ventilation.

The annual teachers' institute, held at Fulton, April tenth to fourteenth, was one of the best ever held there. Professors Scudder and Wright will be long remembered by us for their enthusiasm and earnestness. The chief value of such an institute is the inspiration given us by contact with skilled educators animated by high ideals.

The graded system still continues to meet the approval of the teachers; all the schools are using it.

Our training class at Fulton is large, and apparently doing good work.

Hannibal, N. Y.

OSWEGO COUNTY — SECOND DISTRICT.

H. L. STANTON, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Amboy	7	13	7	185	14,811	\$2,615	\$159,586	\$832 36	\$513 52	4
Constantia	13	22	19	601	57,556	11,720	412,250	2,351 71	2,890 09	4
Hastings	16	35	19	580	58,255	15,425	850,750	2,446 63	2,737 45	31
Palermo	13	22	13	333	30,089	5,700	461,355	1,542 45	982 74	15
Parish	13	28	17	477	45,631	11,085	380,212	2,076 55	1,824 04	18
Schroeppel	16	33	27	713	81,669	21,715	1,369,107	3,649 44	4,629 84	19
West Monroe ...	8	15	8	227	21,108	3,810	224,620	962 07	736 26	9
Total	86	168	110	3,116	309,169	\$72,070	\$3,857,889	\$13,861 21	\$14,313 94	100

General.

The schools under my supervision, as a rule, are in a prosperous condition. It is gratifying to note some improvements in school buildings and grounds. There are few things that indicate the

indifference of patrons in the welfare of our schools, more than the condition of school-houses and surroundings. There has been no failures, and less discord, and more practical work by the schools than during any previous year of my supervision.

The principal obstacle to success in our rural schools are the constant change of teachers from term to term, and the tendency of trustees to hire teachers without previous experience, because they can hire them cheaper.

Examinations.

Since my last report, 277 candidates have tried the uniform examinations. Fifty-four have received second grades, and sixty have passed for third-grade certificates. Seventy-five per cent of those who have received their second third and are under 18 years of age, will necessarily have to stop teaching because they can not pass the required per cent for a second grade, and will not return to school after they have taught. No person under 18 years of age ought to be allowed to enter school as a teacher, but should remain in school till that time; then a large majority of them would experience no difficulty in passing for a second grade.

A very successful institute was held at Constantia, under the direction of Professor Henry R. Sanford, assisted by Miss Gratia L. Rice, State Director of Drawing; Miss Sarah J. Walter, of the Oswego normal, and Professor H. F. Ludlow, of Cazenovia. The work presented was very practical and highly appreciated by the teachers, and has done much to continue the popularity of institutes.

Central Square, N. Y.

OSWEGO COUNTY — THIRD DISTRICT.

F. E. SMITH, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted 1893.
Albion	15	22	17	531	279	\$8,250	\$465,667	\$2,096 85	\$1,586 56	6
Boylston	9	15	9	219	103	3,650	168,579	1,036 45	715 77	6
Mexico	19	31	23	530	359	11,700	1,227,026	2,793 43	3,639 22	34
Orwell	11	21	12	310	193	4,600	339,748	1,404 46	1,223 66	2
Redfield	12	16	13	260	141	6,325	255,357	1,465 16	1,368 10	23
Richland	22	57	31	720	493	22,800	1,192,555	3,405 86	4,003 29	24
Sandy Creek....	14	32	21	469	319	17,950	827,722	2,556 22	3,488 73	25
Williamstown...	10	25	11	297	177	7,525	341,555	1,316 74	1,449 86	13
Total	112	210	137	3,336	2,064	\$82,800	\$4,818,209	\$16,075 17	\$17,530 19	123

General.

In submitting my third annual report, it gives me pleasure to state that during the past year we have supplanted the last log school-house in the third commissioner's district in Oswego county with a good, substantial frame school building. The old log school-house stood in the northern part of Redfield, on Mad river. The estate of the Honorable D. C. Littlejohn and his employes own all the territory in this section. It can be said to the honor of Mr. Littlejohn that he gave the directions for the erection of this new school building, during the last months of his life, at the mere suggestion of the commissioner, and without any compulsory order as is necessary in most cases with non-residents. Aside from this two new buildings have been erected and four or five quite extensively repaired. In the villages of my district the increased interest in education is very noticeable.

Improvements.

In Pulaski last year the academy was consolidated with the public school system into a union free school district. The academy building was thoroughly repaired and reseated. The experiment has proved most satisfactory and gratifying. The school has now eight teachers in charge. The same faculty has been retained for the coming year, and the school has opened with a greatly increased attendance. In Mexico, aside from the public schools, a military department has been added to the Mexico academy. The faculty has been entirely changed as well as increased in numbers. The building has undergone thorough repairs.

At Sandy Creek both of the primary school buildings have been extensively repaired and reseated. The work for a more thorough grading and classifying of the schools is engaging the attention of the principal and his assistants.

At Sand Bank, the school building has undergone repairs, and the senior room has been divided so that more thorough work can be done.

A like spirit of advancement and increased interest is manifest in many of the rural districts.

The constant change of teachers from term to term, and the smallness of many of our schools, are largely due to the great decrease of the population of school age in the farming districts. We are trying to meet the first difficulty by urging upon our trustees the importance of securing a good teacher for the year, or of retaining them for the year if they prove satisfactory for the first

term. As to the second difficulty, our State Legislature could be of great service to us by passing a good compulsory education law.

Teachers' Training Classes.

One of the most encouraging signs we have in our district is the interest which is being taken in our three training classes at Mexico, Palaski and Sandy Creek. Fifty-four of my teachers have taken the work as given in these classes. To say nothing of the financial benefit which these classes have been to these institutions, they have been of great benefit to the teachers and schools of my district.

During the past year I have held ten examinations. Two hundred and one different teachers have entered these examinations. One first-grade, fifty-five second-grade and sixty third-grade certificates have been issued, so that eighty-five out of the 201 have failed to get any kind of a certificate. Thus the schools have had the benefit of those best qualified to teach. The examinations do not necessarily discourage any who may make worthy teachers. It is simply necessary that they should take a little more time for preparation. In the end the examinations are a benefit to the individual as well as to our schools.

Course of Study.

The course of study is now being used in all the schools in this district. The pupils' examinations are sent out to each of the schools in December and June. During the past year 593 pass-cards and twenty-five diplomas have been issued by the commissioner to the pupils of the district. This work has proved most satisfactory.

Taking a general view of education in my district we are of the opinion that in our villages and larger districts there is a noticeable advancement in education. In the smaller districts we are doing our best, and the teachers are all making an honest effort to accomplish the best results. I think we can report general interest and progress.

Sandy Creek, N. Y.

OTSEGO COUNTY — FIRST DISTRICT.

J. D. CARY, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Cherry Valley ..	12	22	13	328	27,156	\$6,845	\$865,988	\$1,630 13	\$2,647 87	9
Decatur	6	11	6	136	10,122	1,700	165,675	701 59	593 13	14
Exeter	8	16	9	262	22,570	4,215	553,900	1,131 41	1,152 31	5
Maryland	15	29	22	506	51,111	17,730	712,954	2,636 21	3,105 78	13
Middlefield	19	29	19	483	40,988	10,440	892,403	2,409 74	2,486 16	18
Otsego	18	34	27	914	98,909	36,700	1,461,183	3,615 52	6,754 95	6
Plainfield	11	22	11	213	20,427	4,945	457,340	1,244 86	1,024 43	8
Richfield	9	15	18	605	72,000	27,975	1,381,931	2,501 02	6,167 48	13
Roseboom	12	22	11	197	13,804	5,600	351,830	1,288 44	1,374 33	6
Springfield	13	26	13	354	28,401	6,825	871,047	1,611 28	1,829 30	10
Westford	11	21	11	231	17,612	3,885	339,325	1,272 87	1,510 96	12
Worcester	15	27	21	614	58,626	9,510	803,349	2,619 29	13,985 50	17
Total	149	274	181	4,843	461,806	\$136,370	\$8,859,922	\$22,662 46	\$42,683 25	131

General.

I think it safe to use the hackneyed expression of all procrastinating committees and say that Otsego county reports progress. Like the work of the committee, there is room for a vast deal more progress; but there is a gradual growth in teachers' wages and a corresponding increase of professional spirit in teachers' work. The uniform examination system continues to drive a few teachers from the schools; but their number is small compared with the army of lesson-hearers who are deprived the privilege of sitting in the school-houses six hours a day at one dollar per sitting. On the other hand, the schools are still suffering for lack of licensed teachers, and it is necessary to keep from ten to twenty schools going with temporary licenses. There is altogether too much change of teachers in the small schools for good work, and a constant need for a class of certificates that will supply schools with six or eight little children a permanent teacher, qualified to give elementary instruction, instead of leaving such small districts to be constantly experimented with by beginners.

Temporary Licenses.

The change in regulations, prohibiting commissioners from issuing temporary licenses, coupled with the lack of enough licensed teachers to fill the schools, has caused many trustees much trouble and increased the evil of late opening of small schools. While the

change will doubtless do good work in checking the evils of the old system, it has a great disadvantage in cases of a real emergency. When a teacher has an enforced absence it takes a week or more under the present system to procure a license for the substitute. During this week the school must be closed or taught by an unlicensed person, trusting to the State Superintendent legalizing the time, with the necessary bother of petitions and explanations.

School Houses.

There has been an encouraging growth of interest in the schools and willingness to rebuild or repair defective houses. Springfield Center (No. 11, Springfield), has erected a new building, and for the first time has a graded department school, instead of an unwieldy crowd of all ages under a single teacher. Worcester village (No. 6, Worcester), union free school has built a handsome house, with first-class improvements in heating, ventilation, etc., that is a decided ornament to the village. No. 4, Exeter, has just finished a new school-house. No. 10, Westford, has made repairs that give the children all the comforts of a modern building. Many other districts have added to the comfort or attractiveness of the school buildings.

The purchase of charts for both general and special use has been almost universal in the district schools. A few have taken advantage of the library money law. The greatest need now is better blackboards and a realization by trustees that good boards should be placed where the very smallest children can easily reach them, without climbing on to chairs or benches.

Teachers' Institute.

Commissioner Gregory, of the second district, and myself are to try an experiment that I believe will be interesting for the school guardians of the State to study. We purpose to hold two institutes in the same town, the same week, dividing the teachers according to what they need or wish to learn, instead of on geographical lines. One institute will be for experienced teachers and the other for inexperienced. There will be two regular conductors, a large corps of assistants, and an attendance of nearly 500 teachers. They will all be together evenings and the last afternoon of the week. We believe there is advantage for all grades of teachers in this system, and invite other commissioners to question the Department as to what results we obtain. The institutes will be held at Cooperstown, December eighteenth to twenty-second.

Richfield Springs, N. Y.

OTSEGO COUNTY — SECOND DISTRICT.

E. R. GREGORY, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Burlington.....	13	25	14	297	21,187	\$5,445	\$739,265	\$1,619 37	\$1,355 68	20
Butternuts.....	15	15	16	34	25,273	5,909	829,085	1,770 27	1,776 82	15
Edmeston	13	21	15	360	30,668	5,880	739,330	1,907 44	1,734 36	22
Hartwick	16	15	17	429	41,959	7,835	915,160	2,082 87	2,003 09	13
Laurens	12	13	14	345	35,961	5,470	627,220	1,660 80	2,057 12	13
Milford	14	13	16	469	40,930	10,795	1,363,120	1,859 72	2,271 55	9
Morris	10	14	15	476	51,923	7,040	445,866	1,805 04	1,650 72	3
New Lisbon.....	15	16	16	36	28,129	6,115	631,416	1,835 12	1,678 28	11
Oneonta	14	13	35	1,434	163,030	48,815	1,900,893	5,616 20	15,776 94	41
Otego	17	14	19	331	30,448	8,665	529,545	2,290 43	2,132 58	43
Pittsfield.....	10	16	10	204	23,374	3,760	294,241	1,112 84	903 20	6
Unadilla	14	13	17	498	47,612	10,201	703,562	1,786 34	4,300 87	9
Total	163	188	204	5,543	545,494	\$125,930	\$9,718,693	\$25,346 44	\$37,641 21	205

General.

The graded course of study is used in nearly every school in the district except union free schools. These, of course, have courses of study adapted to themselves. The system is becoming one of the necessities here, but in a commissioner district the size of this, containing 163 district and 204 departments, for a commissioner to examine the standings of each pupil, twice a year, and make the necessary reports, requires much time and a great deal of work.

Since making my last report a union free school has been created at Unadilla. The trustees of the academy have turned over to the board of education, the academy buildings, grounds, and everything pertaining to the academy, and a new \$15,000 brick building is being erected just in front of the old academy. This is one of the most beautiful locations in the Susquehanna valley.

The academy and district school at Gilbertsville have united and will form a union free school. Gilbertsville has the right material to make one of the best union schools in the county. As a result of the movement made at Gilbertsville, we lose the last old line academy in the district.

The Morris union school has been almost phenomenal in its growth. The old building is filled to overflowing, and the good people are about to erect a fine new building.

New buildings have just been completed in No. 2, Burlington, and No. 9, Milford. I think it is safe to say that Otsego county is taking no step backward in educational matters.

Our institute was held at Oneonta last December. Professor A. S. Downing was our conductor, and it was the general opinion that we never had a more profitable institute.

December eighteenth to twenty-second, we are to meet with our friends of the first district, at Cooperstown, in joint institute. This will probably be the largest gathering of teachers ever held in the county.

Our associations have been largely attended and very entertaining as well as instructive. Our last meeting was held at Edmeston, May twenty-sixth and twenty-seventh. The exercises Friday evening consisted of a prize contest in elocution. Each township in the district being entitled to name one contestant. Twelve contestants were present and took part in the exercises. The receipts were over eighty dollars.

Edmeston, N. Y.

PUTNAM COUNTY.

MILLARD F. AGOR, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for 'legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Carmel	11	14	13	522	49,641	\$18,225	\$1,982,360	\$1,776 52	\$5,005 77	13
Kent	8	8	8	235	15,161	3,200	483,780	958 80	1,206 94	4
Patterson.....	10	10	11	330	32,878	6,485	998,370	1,357 28	3,160 09	...
Philipstown	13	12	21	737	80,269	45,505	1,823,655	2,933 33	7,593 47	7
Putnam Valley .	7	7	7	205	15,272	1,815	276,895	834 22	1,274 81	12
Southeast.....	10	12	17	657	75,352	23,725	1,810,555	2,278 03	6,648 37	10
Total.....	59	63	77	2,686	279,173	\$98,950	\$7,381,615	\$10,138 23	\$24,889 45	51

General.

The schools of this commissioner district were better attended and better taught than in 1891. While the system of uniform examinations tends to retire some teachers, it also tends to supply the schools with better teachers. The results of the said system are very gratifying to all progressive teachers and to the interested public generally.

During the past year the school buildings of the county have undergone material improvement. No new buildings have been

erected, but extensive repairs have been made upon several, and modern furniture supplied to others. Our people are, in general, more interested in the present requirements of their school buildings than formerly; consequently, more attention is given to heating, lighting and ventilation. The foundations are laid for a large and commodious new building in union free school district No. 13, town of Southeast. The building will be erected during the coming winter, and will be one of the best appointed and most thoroughly equipped school buildings in the State.

Teachers' Institute.

Our institute, held at Cold Spring, in December, 1892, was voted, by the teachers, the most successful ever held in the county. Every teacher was present, and their undivided attention was given to the work of the institute. Prof. A. M. Wright, the conductor, was warmly praised, and the assistance rendered by Drs. Milne and Capen, Miss Page, Mr. Scudder and Deputy Superintendent Sandford was fully appreciated. I am satisfied that the change from May to December has worked well.

Mahopac Falls, N. Y.

QUEENS COUNTY — FIRST DISTRICT.

S. S. SURDAM, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Oyster Bay.....	24	61	57	3,012	284,562	\$77,410	\$4,799,759	\$8,237 58	\$30,551 24	32
N. Hempstead...	10	25	27	1,478	143,820	41,175	3,035,198	3,880 64	14,522 00	12
Flushing.....	7	15	65	2,948	376,946	183,250	5,611,049	10,991 83	35,273 67	16
Total	41	101	149	7,438	805,328	\$301,835	\$13,716,006	\$23,110 05	\$80,346 91	60

General.

At Glen Cove, No. 5, Oyster Bay, a fine new building has been erected, costing about \$50,000. The corner-stone was laid in connection with the celebration of the 225th anniversary of the settlement of Glen Cove. Thousands of people were in attendance, and the spirit of the occasion was such as to arouse public sentiment in favor of first-class school accommodations.

Centre Island, No. 7, Oyster Bay, has a new building, erected according to plan No. 1 of the plans furnished by the Department of Public Instruction, furnished with single desks and modern appliances.

The rapid increase in population demands more school-rooms. Few of the present buildings can be properly enlarged; some are not well located. Already a number of districts are agitating the question, and the near future will see an unusual number of new buildings erected.

It gives me great pleasure to state that there is not one in the entire teaching force without previous experience or professional training. The schools are all supplied and every available teacher is employed.

Among the local causes for this gratifying condition may be named the training class, uniform examinations, advice of the commissioner, and the liberal salaries paid. With all the favor that is shown to normal graduates it is a pity that any should prove failures. Commissioners may err in recommending appointments, and when it is found that the student is positively without "the true spirit of the teacher," he should be advised not to shoulder the responsibility. During the past year I have recommended but two appointments to normal schools.

Training Classes.

It seems as though the time has come to name a date after which no one shall be admitted to the rank of teacher in our public schools without having at least one term of professional training. This would force candidates into the training classes and require liberal appropriations in advance for their support. At the close of each term members should receive certificates of attendance regardless of the grade of certificates secured at the final examination. Candidates are admitted to the class upon third-grade certificates and it is too much to expect them to do the work assigned and make sufficient progress in subject-matter to enable them to pass the second-grade examination, except a term in the training class as a term's experience in any subsequent examination, and not drop entirely and refuse to recognize their training simply because they fail to pass second grade at one trial, as in the case of those admitted to the class upon Regents' papers, while other candidates are allowed as many trials as there are examinations during the next six months. Let each step be recognized and made permanent.

The course of study and uniform examinations prepared by commissioners have done much to encourage regular and continuous attendance, and have been an incentive to earnest effort

on the part of teachers and pupils. With few exceptions, the results have been very gratifying. This plan adds considerably to the work of the commissioner, but it makes his work more systematic and helpful. About thirty-five each year receive diplomas. The hearty support given this plan by the Department has done much to make it effective.

Manual Training.

The class in manual training was again organized in district No. 10, Oyster Bay, but the novelty having worn off, and management being unsatisfactory, the experiment has not proved a success. A complete course of manual training is being introduced at Glen Cove, and will be conducted in accordance with instruction given in the celebrated Pratt Institute of Brooklyn. This course, we are confident, will demonstrate the benefit of manual training in education.

Miscellaneous.

There are good and sufficient reasons why common school districts should be allowed to purchase text-books.

Vocal music should receive prompt encouragement, and a few periods of each institute should be devoted to this subject.

In submitting this my sixth and last report, I desire to express my appreciation of the efficient manner with which the Department of Public Instruction has been conducted during my terms of office.

Oyster Bay, N. Y.

QUEENS COUNTY — SECOND DISTRICT.

JOHN B. MERRILL, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Newtown	14	19	52	3,644	360 347	\$171,803	\$5,146,805	\$7,366 76	\$31,459 06	7
Jamaica	10	33	56	2,930	325,898	116,800	6,098,549	9,532 63	39,668 74	37
Hempstead ...	25	29	37	4,717	611,773	164,210	6,812,144	12,812 96	43,386 43	51
Total	49	81	195	11,291	1,298,018	\$452,820	\$18,057,498	\$29,712 35	\$114,514 23	95

No written report submitted.

RENSSELAER COUNTY — FIRST DISTRICT.

THOMAS H. BETTS, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Brunswick	12	13	16	595	56,960	\$16,175	\$2,024,025	\$2,200 60	\$4,536 61	28
Grafton	10	18	10	298	25,385	3,620	234,930	1,222 78	1,484 85	15
Hoosick	22	21	*45	1,674	187,819	96,740	4,842,099	7,081 30	17,441 49	28
Lansingburgh ..	2	2	*47	1,812	245,570	65,450	6,405,829	7,917 54	22,311 95	1
Petersburgh	11	8	12	265	20,523	5,210	454,958	1,417 08	1,141 26	20
Pittstown	17	22	22	875	85,110	14,445	2,561,970	3,110 70	4,457 98	47
Schaghticoke ...	14	11	17	598	57,767	19,725	1,784,576	2,486 52	4,258 12	8
Total	88	85	169	6,117	679,134	\$221,365	\$18,308,387	\$25,436 52	\$55,632 26	147

General.

The above list shows a falling off of four in the number of teachers, and sixty-one in the number of pupils, and a gain of 7,062 days, compared with last year's report.

The interest in the public schools is steadily growing, many school-houses having been repainted and reseated. One new school building has been erected, in Valley Falls, in the town of Pittstown, at a cost of over \$10,000, which is a credit to the district and an ornament to the village.

While only eight districts made any appropriation for library purposes last year, twenty have already reported this year.

The teachers' training class at Lansingburgh, conducted by Professor C. T. R. Smith, is being well patronized, and trustees are beginning to recognize the value of professional training.

The teachers' institute, conducted by Welland Hendrick and Mrs. B. Ellen Burke, was well attended, and both interesting and profitable.

In this sixth and last annual report I wish to acknowledge the earnest and cordial support which I have received from trustees, teachers and patrons of the schools, and the many courtesies extended by the Department of Public Instruction.

Cropseyville, N. Y.

* 1 Superintendent.

RENSSELAER COUNTY — SECOND DISTRICT.

LEWIS N. S. MILLER, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Berlin.....	10	17	11	407	172,147	\$4,681	\$347,236	\$1,383 72	\$1,550 16	7
Greenbush.....	2	5	23	1,065	751,208	12,000	1,685,770	3,497 62	12,339 16	....
East Greenbush	6	13	6	199	120,006	6,200	1,123,998	803 17	1,464 18	1
N'th Greenbush	9	14	19	925	530,758	26,750	1,932,550	2,689 01	7,564 47	6
Nassau	15	31	16	483	246,714	8,575	718,210	1,928 88	2,649 24	24
Poestenkill	8	12	9	291	160,688	5,725	447,224	1,142 56	1,195 23	17
Schodack	14	29	18	754	405,448	18,350	2,424,438	2,674 30	5,912 96	25
Sand Lake.....	11	22	12	467	271,292	7,610	719,035	1,635 59	2,086 86	21
Stephentown ...	14	27	14	347	170,604	6,390	437,137	1,740 23	1,248 10	21
Total.....	89	170	128	4,938	2,828,865	\$96,281	\$9,835,598	\$17,495 08	\$36,010 36	122

General.

I herewith submit to the Department of Public Instruction my ninth annual report. I wish to express my hearty appreciation of the courtesy that has always been extended to me by the State Superintendent and all connected with the Department of Public Instruction. Whenever I have found it necessary to seek counsel and advice at their hands, I have always been cordially received, and advice has been given in a cheerful manner, thus making the work much easier and more effective. I take pleasure in reporting that in my district there has been during the past year great advancement in educational growth. I have so reported in former years, and must still so report. I believe that never before has there been a greater interest manifested by teachers than at the present time, and it will continue so to be. To the teachers, school officers and inhabitants of the district this is largely due, and to them I am duly grateful for their almost united support and hearty co-operation. To the teachers especially am I indebted for their loyalty, for their advice and encouragement in every effort to bring the schools to a higher degree of proficiency. Their united support and cordial greetings have always stimulated me to greater activity.

School Buildings.

Among the school buildings in this district that are not what they ought to be, is the building in district No. 2, East Greenbush. I made mention of this in my last report. It still remains

the same. Were it not for the fact the property is held in common by church and district, I think the district would take action toward a new building. District No. 1, Berlin, and district No. 7, Sand Lake, of which I made mention in my last report as having buildings totally unfit for the accommodation of the children, have been replaced by new and substantial buildings. To the trustees in particular and the inhabitants in general of the last mentioned districts is great credit due for the energy put forth to remove an almost worthless building, and in its stead erect one that will be the pride of the village, and one of the finest in this commissioner district. No. 9, North Greenbush, which was at the time of making my last report being enlarged to meet the demands of an overcrowded school, has been completed. Here too, much credit is due the trustees for their tireless effort in bringing about a much needed improvement.

Teachers' Institute.

Since my last report two institutes have been held in this district. One at Bath-on-the-Hudson, in October, 1892, conducted by Professor Myron T. Scudder, assisted by William J. Milne, Ph. D., LL. D., Principal L. F. Robins, Principal G. H. Quay, Principal John H. Kane, and Miss Mary A. New. This institute was in every way a success. The institute for 1893, has just closed. This institute was conducted by A. C. McLachlan, A. B., assisted by Mrs. B. Ellen Burke, Principal L. F. Robins, of East Albany, and Principal George H. Quay, of Bath-on-the-Hudson. This was pronounced by all a complete success. The work done by Professor McLachlan, and those assisting, was practical, and of great value to the teachers, so much so that at its close, the teachers offered a resolution, which was unanimously adopted, to the effect that the commissioner, whoever he might be, earnestly request the Department of Public Instruction to return at the next institute to be held in this commissioner district Professor A. C. McLachlan, as its conductor. It is the earnest wish of the commissioner that the request of the teachers, as expressed in this resolution, may be complied with.

Arbor Day.

Arbor Day has become a gala day with the scholars, and is looked forward to with as much pleasure as any holiday. The day was quite generally observed throughout the district. Nearly all the schools observed the day by carrying out a program of exercises appropriate to the occasion. One hundred and twenty-two trees were planted. These largely in place of those which had died or from other causes needed to be replaced by new trees.

East Schodack, N. Y.

RICHMOND COUNTY.

JNO. J. KENNEY, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with sch-ol- house in county	Number of official visits made by com- missioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' at- tendance during school year.	Value of school build- ings and sites.	Assessed valuation of districts.	Amount of public money received from State	Amount of money raised by local tax.	Number of trees planted, 1893.
Castleton	5	8	49	2,279	165,148	\$148,000	\$3,009,174	\$9,937 56	\$48,552 06	5
Northfield	9	5	29	1,833	21,347	44,150	1,983,581	5,848 69	22,227 29	6
Middletown.....	2	5	31	1,492	190,850	16,0 0	1,764,610	5,024 43	17,465 12	...
Southfield	5	4	15	894	96,494	31,400	1,871,681	2,576 11	9,251 44	2
Westfield.	7	9	17	1,021	112,194	13,250	1,471,225	2,909 18	6,567 10	9
Total	28	31	141	7,514	876,033	\$252,800	\$10,700,271	\$26,295 97	\$104,063 01	22

General.

The work of the past year in the schools in this county has demonstrated anew the necessity for a speedy revision of the general school laws of the State. Legislative enactment has codified the law on almost every general subject except the laws governing our common schools. The present general school law should be revised by a competent commission, to the end that obsolete and impracticable provisions should be eliminated and a code of school laws established in which the rights and duties of school officers shall be more clearly defined, and which shall not require the technical skill of an astute lawyer to comprehend. Bickerings and complications are largely due to the uncertain provisions of the law, and the multiplicity of its amendments.

I beg to renew my approval of the provisions of the uniform examination system. Its successful operation in this county has largely increased the efficiency of our teaching corps, and its provisions should continue to be extended, with a view to ultimately bringing about a teaching force which shall consist of teachers who have had special training for the work they undertake to perform.

Modifications by which the granting of temporary licenses by school commissioners has been discontinued, the marking of first-grade papers by the State Department, and the establishment of two day for a second-grade examination are quite beneficial. I can not say that I approve of the change of regulations by which third-grade certificates of two kinds have been established.

The attendance at the public schools in the county continues to grow, but does not grow as rapidly as it should, due to the absence of an effectual compulsory education law.

I am of opinion that in this county our public school system can be made more efficient and be economically administered if we could secure a law which would place all the schools of our county under the control of one board of education, so that all the schools would be supported by a general tax and be subjected to a more general supervision and a better discipline established. A county board of education supplanting the twenty-nine district boards, would, I am satisfied, bring about this result, and I hope that we may have this change within a few years.

Our teachers' institute was held at Stapleton, in April, 1893, and was satisfactory to the teachers that attended. It was in charge of Professor Downing, who possesses rare capacity for institute work, and his ability, in this direction, is creditable to the State, and profitable to the teachers.

I desire to thank the State Superintendent and his assistants for the many courtesies extended to me in my official duties. My labors have been materially lightened, and my duties made clearer by these courtesies.

I also take advantage of this opportunity to express my appreciation of the prompt and efficient methods of business that prevail in the administration of the Department of Public Instruction, and the progressive and broad policy that governs it in educational matters.

New Brighton, N. Y.

ROCKLAND COUNTY.

FRANK COMESKY, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Clarkstown	9	11	14	755	73,098	\$23,625	\$2,357,393	\$1,965 52	\$9,424 33	11
Haverstraw	6	6	22	1,219	142,228	31,125	1,912,462	3,403 19	8,752 15	12
Orangetown	9	11	38	1,599	199,610	70,400	5,055,337	6,338 03	25,272 42	11
Ramapo	15	17	26	1,424	145,153	28,305	1,532,841	3,764 89	12,282 38	16
Stony Point	8	9	16	907	93,978	23,700	1,225,054	2,464 90	5,983 17	6
Total	47	54	116	5,904	654,067	\$177,155	\$12,083,187	\$17,936 43	\$61,714 45	56

General.

The schools in this district are in a prosperous condition. During the last year the attendance has been better, the number of teachers employed greater and the average salary paid more than

at any previous time in this district. The school buildings are in fair condition, and much of the furniture is quite modern.

The teachers' institute, held by Professor Sanford in April last, was well attended and ably conducted, as all his institutes are. In this, my final report, I can not say too much in favor of the uniform examinations. But one step more must be taken: All papers should be examined by the Department. Until this is done, the object of these examinations can never be fully attained. During the last year candidates who repeatedly failed to successfully pass an examination in this district, obtained certificates on their first examinations in other districts with very creditable though very questionable markings. With the Department examining all papers, fraud and favor would be well nigh impossible.

Nyack, N. Y.

ST. LAWRENCE COUNTY — FIRST DISTRICT.

T. B. MACKEY, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
DeKalb	22	22	25	610	56,938	\$14,925	\$1,076,298	\$3,027 57	\$3,839 70	24
De Peyster.....	9	10	9	161	13,732	4,685	543,548	1,056 93	622 51	17
Fine	9	12	10	242	23,063	4,715	269,333	1,203 99	1,438 61	23
Fowler.....	14	14	16	423	38,785	6,680	585,525	1,784 48	2,385 36	9
Gouverneur.....	18	44	42	1,365	152,871	39,205	2,249,091	5,405 00	12,680 73	27
Hammond	13	15	15	375	35,698	7,800	665,471	1,816 01	1,974 43	12
Macomb	16	17	16	387	31,098	7,230	418,373	1,907 67	1,175 83	40
Morristown	16	20	18	449	45,609	7,220	1,123,845	2,209 59	2,702 48	21
Oswegatchie....	21	27	24	478	43,173	8,560	1,395,455	2,698 04	2,944 07	32
Pitcairn.....	8	9	8	309	17,545	3,505	142,740	975 93	1,003 39	27
Rossie	10	12	10	322	28,306	4,550	324,574	1,229 08	1,227 87	15
Total	156	211	193	5,049	486,818	\$109,075	\$8,791,253	\$23,314 29	\$31,934 98	247

Uniform Examinations.

The accompanying statistics contain all the facts in the matter of examinations during the year, except in one particular. The number given as attending examinations is 350. Many of these attended time and again, so that to adequately represent the work which a school commissioner must do in a district of this size that should be at least trebled, making more than 1,000 sets of papers which must be examined. He is also expected to make out and mail to all the candidates a statement of standings, increasing

materially his labors. On this account his postage bill is very large at times. One year I charged to that account between fifty and sixty dollars. The system creates dissatisfaction among those not prepared to teach, but is heartily supported by those who know enough to pass and to teach school. There should be some way by which credit might be given to experience and success in the work. It is true that knowledge of the branches to be taught is, and should be, the first requirement, but a slight deficiency in this respect might be excused in one who has shown herself capable and successful in the school-room.

Progress.

The affairs of the district are in much better shape than when I came into office six years ago. The water closets of the school buildings have all been rebuilt or repaired. Eleven school-houses have been built, and fifty thoroughly repaired, so as to make them as good as new. Three districts have been annulled, and their territory distributed to other districts. Two others, which had lain idle for years, have again taken up the work for which they were organized, under fear of annulment. Two new districts have been formed — No. 10, De Peyster, and No. 10, Fine. One district, No. 1, Pitcairn, left unorganized by my predecessor, has been at work for some years, and is among the largest of the rural schools. A course of study has been introduced into the schools and some progress made toward their classification. Although the condition of the district shows that some progress has been made, though not so much as was hoped for, nor as much as might have been made were it not for the uncertainties attending the office of school commissioner. I believe the school property is in better condition, the teaching force more capable and the educational sentiment of the people in a healthier state than it was six years ago.

Suggestions.

The suggestions I have to make are in the line of lightening the commissioner's work, and thus giving him more time to devote to the schools than he can now possibly have.

Do away with the second statistical report altogether. The statistics contained in it are neither very valuable nor very interesting. They do not vary a great deal from year to year, and the time required to make them out in the larger districts is considerable. Drop out the columns of average daily attendance and the number of children of school age in district and attending school in the first statistical report. The value of school-houses and site, the kind of school-houses, assessed valuation, etc., in

the same report might well be left out, and such things called for occasionally on special blanks. In fact it seems to me the work of making out the annual abstract might be lightened more than one-half without detracting from its value in the least. As it is, the work is one from which every commissioner, especially in the large districts, shrinks. It cost me ten dollars to get two copies of my extract made after I had gone through the trustees' reports and abstracted their contents. I earnestly urge the Department to do something in this direction. I also suggest that the annual reports of the State Superintendent be sent direct to the town clerk for distribution. The addresses and number of books required to supply the towns could be furnished by the commissioners. This relieves him of a great deal of unrequited labor.

I wish to thank the Department for its assistance which has been cheerfully given when called for, and for its kindness and unfailing courtesy. All these have helped me in the discharge of my duties, perplexing as they often were. This report is my farewell as an official, though I hope to continue the pleasant personal acquaintances which have been formed during the last six years in that capacity.

Gouverneur, N. Y.

ST. LAWRENCE COUNTY — SECOND DISTRICT.

CHAS. S. PLANK, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Canton	27	29	42	1,441	152,137	\$47,565	\$3,237,640	\$5,299 40	\$9,422 71	72
Clare	4	3	3	62	4,587	1,265	52,320	236 79	198 87	11
Clifton	3	4	4	147	9,906	1,750	133,635	354 36	1,522 34	3
Colton	11	9	14	442	33,880	10,995	427,768	1,353 25	1,567 43	16
Edwards	10	12	11	357	31,761	5,985	324,946	1,882 04	2,363 04	11
Heron	13	8	15	322	26,268	9,290	467,680	4,106 38	2,532 32	17
Lisbon	34	36	34	842	75,342	15,510	1,921,758	1,642 83	2,569 14	72
Madrid	10	17	13	389	40,909	10,510	799,169	1,856 07	1,403 05	9
Norfolk	15	21	15	471	32,112	7,545	548,767	2,200 15	1,491 18	18
Pierrepont	19	20	19	478	36,605	8,935	562,032	1,693 44	2,731 87	38
Russell	20	23	21	490	39,746	7,670	493,412	2,436 90	2,400 74	17
Waddington	14	18	17	539	52,951	9,305	909,828	2,182 28	2,353 33	10
Total	180	200	208	5,970	548,204	\$136,325	\$9,878,955	\$25,153 89	\$30,586 02	294

General.

It is with considerable pleasure and not a little satisfaction that I submit my third annual report. Much progress has been made and numerous improvements carried out during the past year, not only in school-houses and grounds, but also in the work of the schools themselves. No. 5, Madrid, Nos. 2 and 6, Russell, and No. 4, Clare, have built new school buildings. A large number of buildings have recently been repaired and made attractive. Still others have been newly seated.

Attention has also been given to the school grounds, and 294 trees were planted Arbor Day. Flag-raising has been numerous, and many schools now have beautiful flags. The change in the law regarding district libraries has been a valuable incentive to the purchase of long-needed books.

Condition of Schools.

During the year the schools of this jurisdiction have, as a rule, been taking advanced steps. There has been a growing professional spirit on the part of teachers. The introduction of a graded course of study has already proved a help to many schools. Visible marks of progress, in the form of standings, pass cards and diplomas, have the influence of awakening and maintaining the interest of pupils. The benefit of the St. Lawrence University, the Potsdam Normal School, and the teachers' training classes are very evident in the schools of this locality, and are certainly worthy of high commendation. A District Teachers' Association has just been organized, and it is believed much help will be derived therefrom. District No. 1, Colton, has recently been organized as a union free school district.

Teachers' Institute.

The largest, and, it is believed, the very best institute ever held in this district was at Madrid, May twenty-ninth to June second. It was truly a business institute, and new inspiration as well as valuable instruction was given by Conductor Downing and his competent assistants. Many were also convinced that they were poor spellers from the contest in that subject.

There are still hundreds of children growing up in ignorance in this part of the State. Frequently I find that there are parents who will never send their children to school long enough to acquire even the rudiments of a common school education unless they are compelled to do so by some competent authority. The responsibility now rests upon educators, and our law-makers to remedy this evil by arousing public sentiment and by appropriate

legislation. The results of the uniform examinations have proven satisfactory, but the work in this respect enormous for the examiner of the answer papers.

School Commissioner Districts.

An earnest effort is needed at once for the proper size and arrangement of commissioner districts in this region, especially in St. Lawrence county. For example, this jurisdiction now contains 180 school districts, and so arranged that a railroad is of little or no service in visiting different parts, and taking in territory from the St. Lawrence river to Cranberry lake and the Adirondacks. Extreme districts must be at least seventy-five miles apart, and the roads in many localities almost impassable at certain seasons of the year. Anything in the line of supervision must of necessity be very superficial and unsatisfactory.

The board of supervisors of this county kindly granted to each commissioner a small additional appropriation to help cover the necessary heavy expenses of the office and to help in the introduction of the graded work.

I wish again to express my thanks to the Department for the many favors shown, and to the teachers and patrons of the schools for their co-operation in all lines of school work.

Waddington, N. Y.

ST. LAWRENCE COUNTY--THIRD DISTRICT.
F R. SMITH, School Commissioner.

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Brasher.....	20	15	24	954	61,802	\$19,445	\$991,117	\$2,671 35	\$3,424 09	23
Hopkinton.....	16	8	17	484	31,766	7,865	613,089	2,128 08	2,377 96	31
Lawrence	12	9	16	640	48,062	14,200	814,121	2,045 74	2,020 46	6
Louisville	15	17	16	447	29,147	6,715	580,894	1,913 87	1,215 28	5
Massena	16	9	22	904	70,991	24,295	1,129,267	2,820 75	4,922 23	15
Parishville	17	12	19	616	31,036	8,554	491,812	2,266 72	2,824 60	27
Potsdam.....	33	26	45	2,619	162,457	56,935	4,520,235	5,944 80	15,831 56	46
Stockholm.....	27	18	27	776	51,089	14,115	882,454	3,273 55	1,931 02	41
Total	156	114	186	7,500	486,350	\$152,144	\$10,023,039	\$23,064 86	\$34,557 85	194

General.

The school work of the year has moved along in this district about as usual. Three new school-houses have been built and a number extensively repaired. Four hundred and ninety-one candi-

dates have tried the examinations the past year, submitting 909 sets of papers. Out of this number 176 have secured certificates. An attempt has been made to grade the schools in conformity with the course of study prepared by the committee of the commissioners, with fairly good results in point of numbers, and with excellent results in the schools wherever tried. Examinations were conducted in some fifty schools last spring. The results as reported to me show as good work in following the course as could be expected in so short a time, and I look for much better results in the December examinations.

Our institute, under the supervision of Conductor Downing, was held May fifteen to nineteen, and was one of the best ever held in the district.

Norwood, N. Y.

SARATOGA COUNTY—FIRST DISTRICT.

GEORGE H. WEST, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Ballston	11	16	11	261	23,724	\$5,930	\$755,913	\$1,302 78	\$1,731 20	4
Charlton	9	12	9	206	18,742	5,205	682,250	1,042 25	1,332 74	13
Clifton Park ...	14	14	14	480	40,931	9,950	1,752,257	1,711 78	2,515 78	14
Galway	14	18	15	391	30,806	6,420	479,332	1,761 56	2,203 15	21
Half Moon	11	12	23	957	109,784	41,525	2,361,272	3,118 03	9,809 71	6
Malta	8	10	8	218	17,134	4,550	748,798	937 95	1,205 39	10
Milton	13	16	28	1,165	140,817	32,655	1,887,310	4,026 63	9,646 77	20
Providence	8	14	8	123	10,194	1,585	69,936	892 84	804 55	11
Stillwater	11	11	17	505	50,758	39,725	1,296,399	2,140 33	4,034 95	10
Waterford	2	3	20	949	125,187	76,860	1,266,049	3,625 02	12,417 19	1
Total	101	124	153	5,290	563,077	\$224,345	\$11,299 575	\$20,629 17	\$45,761 43	110

Condition of Schools.

The common schools of this commissioner district, while improving, are not what they should be. If trustees and patrons would take more interest in them and make themselves acquainted with the work and needs of the school it would be an inspiration to the teacher to accomplish better results. In many of the schools the teachers have not the proper equipment for doing good work, while some, I regret to say, do not use what they already have or might have without expense to themselves or the district.

In a few instances there has been a tendency to reduce the expense of the district by electing a trustee who would hire a

cheap teacher. This has not proved true economy, for cheap teachers, as a rule, accomplish little in the school-room. As in everything else the best is the cheapest.

Teachers' Institutes.

Our institute, held at Mechanicville during the week beginning December 5, 1892, conducted by Professor A. C. McLachlan, assisted by Dr. Jas. M. Milne, Professor D. A. Lockwood, Professor S. D. Gutchess and Mrs. Sara F. Bliss, was one of the most successful ever held in this commissioner district, judging from the deep interest manifested by the teachers during the week and the results that have been revealed in the school-room during the year.

In closing this, my third report, I wish to thank the Department of Public Instruction for the many favors received; the people of this commissioner district for the various courtesies extended, and the teachers for their co-operation in trying to advance the cause of education.

Galway, N. Y.

SARATOGA COUNTY — SECOND DISTRICT.

A. EDSON HALL, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Corinth.....	11	20	17	606	56,946	\$28,125	\$490,079	\$2,271 33	\$7,573 92	5
Day	10	23	10	284	19,028	4,370	73,233	1,284 48	1,349 33	41
Edinburgh.....	11	17	12	315	23,685	4,500	145,062	1,411 06	1,673 35	23
Greenfield.....	21	36	20	470	38,024	9,180	550,132	2,397 72	2,465 96	29
Hadley.....	7	15	8	252	19,157	4,500	100,512	984 66	2,086 82	18
Moreau	11	22	16	522	47,476	6,600	773,849	2,006 54	4,374 00	10
Northumberland.	11	13	11	284	24,691	3,200	410,811	1,281 25	1,172 06	13
Saratoga	12	17	23	759	91,305	26,400	1,564,869	3,003 83	6,854 43	19
Saratoga Springs.	7	21	56	2,492	329,712	131,400	46,753,447	8,817 65	36,767 34	7
Wilton	10	14	10	246	20,158	4,900	1,039,385	1,136 45	1,228 75	22
Total.....	111	199	183	6,230	680,184	\$223,155	\$52,802,409	\$24,594 97	\$65,545 96	187

General.

The condition of the schools in this commissioner district is, with few exceptions, steadily improving. The exceptions are generally due to a mistaken zeal for economy on the part of the trustees. In a large majority of the districts, however, it is being accepted as the true policy that the best teachers are the cheapest, and I regard it as a hopeful sign that the teachers

are being employed for longer terms than formerly and that a change of trustees does not necessarily mean a change of teachers.

During my visits I have paid special attention to the work done by the teachers, and can say that the outlook for the future is encouraging, although there still remains ample room for improvement.

The district is divided into 111 school districts, the boundaries of which no man knoweth. There may have been a time within the history of the district when a search among the records of the town clerks would have rewarded the labor, but now, by reason of the many changes which have been made and the disorder which characterizes the records of nearly every town, a search is useless. Indeed, these boundary lines might be compared to the paths of the ancient labyrinths.

Trustees.

Trustees occupy a very important and responsible position, and yet theirs is one of the most thankless offices in existence. The most faithful and efficient are apt to receive by way of remuneration, the severest censure. Districts do not always exercise proper discretion in the selection of their trustees, and not infrequently the best refuse to serve. As a consequence, teachers are employed without regard to the grade qualifications; matters indispensable to the prosperity of the schools are neglected; a systematic record of business is not kept, and the work of the year is closed by sending in a report from which little or no reliable information can be obtained. There are those, however, who labor faithfully and earnestly in the discharge of their duties, believe in the economy of good schools, and seek to find the best teachers. Trustees should receive a fair compensation for their services, and be held to a strict account for the prompt and faithful discharge of their duties.

Arbor Day.

Arbor Day was observed by nearly all our districts in a very creditable manner; teachers and pupils are beginning to anticipate it long in advance, and much enjoyment and interest is the result. One hundred and eighty-seven trees were planted this year, much to the relief of the barren school grounds.

Teachers' Institute.

I can safely say that there never was a better institute than the one held at Schuylerville. Not one teacher expressed himself otherwise than pleased with the instruction. The board of education, principal, corps of teachers and the citizens did all in their power to make it pleasant and profitable for all.

Saratoga Springs, N. Y.

SCHENECTADY COUNTY.

JOHN C. WEAST, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Duanesburgh ...	22	48	24	591	53,728	\$12,180	\$1,391,982	\$2,991 76	\$3,921 23	66
Rotterdam.....	13	55	20	829	73,021	21,225	1,440,602	2,243 81	7,916 92	19
Glenville	14	32	15	526	48,139	12 4 0	1,768 900	1,972 50	2,711 83	33
Princetown	7	17	7	132	12,561	4,010	414,193	869 00	1,201 82	23
Niskayuna	4	8	4	176	15 667	4,700	448,643	575 72	997 69	7
Total	60	160	70	2,254	203,116	\$54,595	\$5,464,410	\$8,652 79	\$16,749 49	148

General.

During the past year I have made 160 official visits. I desire to state, that it has been my intention to visit all schools under my supervision, at least twice, and as often as time permits. They are made without any previous notice, as I wish to find them in their accustomed order; I let the teachers follow their program of school work. I listen attentively to the recitations, after which I ask some general questions pertaining to the lesson to awaken interest in the school-room. I then have a knowledge of the teachers' methods of imparting instruction, also as to their ability of discipline as well. Those visits have been pleasant to me, as I am always greeted by both teachers and scholars. It affords me pleasure to say, that generally speaking, our teachers have done excellent work the past year. It has been my endeavor, by means of those visits to promote the interest in education.

School Buildings.

The school buildings in this district, in general, are comfortable and in good repair. Yet there are some that must be replaced with new in the near future. During the past year two new buildings were erected. District No. 6, Rotterdam, built one after the design of competitive plan No. 9, submitted by the Department. It is supplied with most modern apparatus making it a perfect model. At Bellevue, in district No. 2, Rotterdam, an appropriation of \$4,000 was enthusiastically voted for building an addition to and enlarging the present school. It is now a two-story structure, of thirteen feet each, with basement. There are six commodious school-rooms having a seating capacity for 300 pupils. It

is neatly finished and furnished with the most modern appliances throughout. It is very imposing, and the residents are much pleased with the new inviting edifice. Several buildings have been improved with needed repairs while others refurnished with seats of the most improved and comfortable pattern.

Teachers' Institute.

The annual session was held in Schenectady on the week commencing with October 27, 1892, with Professor Isaac H. Stout, conductor, assisted by Dr. James M. Milne, of Oneonta; Professor Edward M. Wetmore, Mrs. Sara F. Bliss, and Miss Kate Stone-man, of the State Normal college at Albany. The schools were all closed in this district, and the teachers in full attendance. The instruction given was practical, and beneficial to the teachers. They are potent factors in educational interest. On Friday we were honored with the presence of Hon. Jared Sandford, Deputy State Superintendent, who favored us with an eloquent address, which was highly appreciated by all present. I have no hesitation in saying that this institute was a perfect success.

A like comparison with the abstract of statistical report of last year shows a decrease of 128 children of school age, while an increase of fifty-six children attending school during the year. The aggregate days of attendance was 11,348 more than the previous year. These figures are gratifying, as they show an increased regularity of attendance, which must result in a better education.

The number of teachers employed and teaching simultaneously in this district, was seventy. One held a State certificate; six normal diplomas, and fifty-three commissioners' certificate. Educational journals are taken by all teachers in this district who intend to follow the profession.

In conclusion, I would like to say that in closing this, my last annual report, I desire to state that I am grateful to all my teachers, trustees, and people of this commissioner district, for their loyal support; for their cheering words, and many favors received at their hands, and to the Department of Public Instruction for the many official courtesies that I have received therefrom.

South Schenectady, N. Y.

SCHOHARIE COUNTY — FIRST DISTRICT.

SIDNEY J. PERRY, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Blenheim	11	20	11	215	15,979	\$2,775	\$290,206	\$1,253 46	\$652 25	8
Broome	17	33	17	317	24,109	3,550	352,940	1,908 06	1,066 75	21
Conesville.....	12	24	12	240	15,679	2,725	255,210	1,555 19	835 67	28
Esperance	7	14	10	335	35,686	11,025	691,699	1,241 25	2,558 99	15
Gilboa.....	19	35	19	435	33,262	5,525	591,135	2,245 73	1,105 79	6
Middleburgh....	12	24	18	657	61,656	25,000	1,329,035	2,401 96	4,868 89	6
Schoharie.....	10	20	16	515	45,313	19,600	1,316,902	2,075 27	4,486 99	10
Wright.....	10	19	11	289	25,654	4,900	627,154	1,289 72	1,627 96	....
Total	98	189	114	3,133	57,338	\$75,105	\$5,464,781	\$13,970 69	\$17,203 29	94

General.

The majority of the schools within my jurisdiction continue to improve, although the number of pupils, with the aggregate number of days' attendance, is decreasing every year. The number of pupils is about 200 less and the days' attendance almost 15,000 less than in 1892. Within this commissioner district there are thirty schools with a registry of less than twelve pupils, and an average daily attendance of not more than eight. There has been but very little building and repairing of school buildings done in this district within the past year, owing somewhat to the uncertainty of the township system law. I renew my appeal for an effective compulsory education law.

Livingstonville, N. Y.

SCHOHARIE COUNTY—SECOND DISTRICT.

R. E. STERNBERG, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Carlisle	9	11	8	259	23,368	\$6,305	\$780,548	\$1,179 30	\$1,421 32	24
Cobleskill	9	10	18	666	75,838	35 825	1,650,101	2,475 27	5,619 58	28
Fulton	16	14	19	608	49,730	7,965	741,500	2,473 36	1,727 49	15
Jefferson	13	13	14	377	30,141	4,815	552,009	1,607 65	1,126 40	14
Richmondville ..	12	11	14	354	30,146	6,825	914,900	1,596 54	2,318 62	5
Seward	11	11	12	313	28,592	6,575	592,523	1,323 02	2,183 00	20
Sharon	14	16	16	406	35,718	14,235	1,240,137	1,945 03	3,483 47	33
Summit	14	16	15	312	25,150	6,445	678,150	1,771 74	1,351 14	16
Total	98	102	117	3,195	298,683	\$88,870	\$7,149,868	\$14,371 91	\$19,231 02	155

General.

Although there is room for much improvement in the schools of this commissioner district, yet they are progressive. A new school-house is being erected in district No. 6, town of Cobleskill. New seats and desks have been furnished and needed improvements made in districts No. 8, town of Richmondville, and district No. 6, town of Sharon. A course of study for the common schools was adopted in this commissioner district last March. Most of the teachers are pleased with it, and have taken hold of the work in such a manner that I have strong hopes for its success. Examination supplies were sent to ninety-seven schools. Fifty-nine teachers held examinations and reported to this office. None of the pupils examined succeeded in passing the eighth grade. The subject of "Course of Study in the Common Schools" will be discussed at the coming institute.

Uniform Examinations.

The uniform system of teachers' examinations is productive of much good. Teachers must thoroughly prepare and constantly review in order to pass for first and renewed certificates.

The common school library act of 1892 is an excellent law. The money appropriated for library purposes is now spent for books. The fact that a district must raise at least five dollars in order to receive a proportional amount from the State, creates an interest in the library among the people of the district.

There is a lack of interest in many schools on account of the small attendance. In some districts there are but few children

living in the district to attend. The township system, I believe, would greatly facilitate the consolidation of small and weak districts. This would secure better schools at less expense.

Seward, N. Y.

SCHUYLER COUNTY.

OREN ANDREW, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1898.
Catharine.....	12	8	13	310	30,852	\$7,430	\$402,909	\$1,610 67	\$1,353 12	19
Cayuta	4	3	4	152	9,627	1 700	125,792	451 96	529 46	29
Dix	14	18	24	741	90,017	25,265	1,702,728	3,321 13	6,044 59	30
Hector.....	35	29	38	1,048	93,745	20,485	2,367,322	4,845 83	5,838 98	54
Montour	6	4	9	254	29,995	6,455	760,656	1,183 92	1,978 95	19
Orange	15	16	16	377	29,359	6,270	260,345	1,858 73	1,912 45	14
Reading	7	7	7	152	13,043	3 580	439,745	822 86	1,470 93	3
Tyrole	15	15	16	395	34,912	9,640	582,796	1,941 78	1,911 60	10
Total.....	108	100	127	3,429	331 550	\$80,835	\$6,642,293	\$16,036 88	\$21,040 08	178

General.

In submitting my third annual report I still believe that the schools of our county are moving to higher educational planes. I cite as no small factor in establishing this belief the fact that 103 of the 115 teachers attending our last institute, reported as taking one or more educational journals. This is strong evidence to me that our teachers are learning the importance of keeping in touch with the educational spirit of the times.

Our county teachers' associations are also receiving better attention and the public are more generally discussing educational matters. When we can succeed in winning public attention toward the public schools then their safety will be established, and the greater interest manifested by our teachers is sure to awaken enthusiasm in the minds of the public.

I expect a profitable future for the course of study adopted for the grading of the rural schools, as it can not fail, if carefully guarded, to stimulate students, encourage teachers and arouse parents. While much remains to be done before the ideal is reached, the general willingness manifested by those who have already performed their duties, not only brings to us a large degree of encouragement and satisfaction, but tends to enthuse others.

Our last institute, conducted by Professor Henry R. Sanford, assisted by Mrs. B. Ellen Burke, Dr. James Milne and the Hon. Charles R. Skinner, can receive no additional praise, from anything that I might say; as each left deep and lasting good impressions upon the minds of our teachers, and all who had the pleasure of listening to them.

In conclusion, I take this opportunity of thanking those who have charge of the educational affairs of our State, the teachers and friends of Schuyler for the many courtesies and favors granted me during my term of office.

Townsend, N. Y.

SENECA COUNTY.

E. SEELEY BARTLETT, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Covert	12	24	14	348	35,719	\$6,455	\$1,103,279	\$1,740 08	\$2,431 70	37
Lodi	8	18	10	344	32,687	4,750	1,159,610	1,259 50	1,678 33	10
Ovid	9	24	13	506	56,677	17,800	1,322,998	1,750 03	4,273 55	25
Romulus	9	17	11	409	39,038	4,750	1,152,947	1,341 36	2,037 30	47
Varick	11	21	11	277	22,724	6,200	1,121,214	1,286 09	1,539 52	11
Fayette	16	33	18	575	50,916	17,650	2,024,430	2,302 97	3,067 15	13
Waterloo	8	17	24	857	109,706	29,100	2,434,592	3,246 82	6,614 42	9
Seneca Falls....	7	11	29	1,031	145,171	43,300	4,235,602	4 291 77	12,435 94	11
Tyre	7	10	7	207	19,535	5,050	54,871	855 51	1,039 15	7
Junius	8	11	7	236	21,209	3,100	1,067,026	887 70	1,078 16	4
Total	95	186	144	4,790	533,386	\$138,155	\$16,216,479	\$18,967 83	\$36,195 22	174

General.

The records show that there has been a falling off in attendance at the schools of the county, during the last year, of 249 children; also a decrease in number of school age of 329. It will be observed that the decrease in population is greater than the decrease in attendance at school. This result shows that my last report has been verified—that the trustees have made ample provision for the education of the young, by providing comfortable houses and surroundings, and by the employment of teachers who are earnest in their work, and have made their schools attractive.

Examinations.

During the years of my stewardship I have passed upon the answer papers of 315 different candidates. There have been present at the different examinations 656 persons, which shows

that each candidate has attended, on the average, more than two examinations. I have issued fifteen first-grade certificates; one second-grade to 142, and two second-grade to twenty persons; one third-grade to ninety-three, and two third-grades to twenty-seven persons. This required the reading of 6,560 pages of legal cap paper and thirty-seven days attending examinations. My experience has confirmed my belief that there is too much labor and too little result for good to the children by this method of granting license to teachers.

Are we not trying to make of the 32,000 teachers of this State copies of each other, instead of self-reliant, energetic men and women, who have an individuality that will make its impress for good upon those placed under their instruction? I would not assume that I could formulate a plan that would not require revision, but I have an opinion that I might give for consideration.

First, I would require a person to be 21 years of age before a certificate was granted to him or her. Before that time they are children in the eyes of the law. Second, I would require a thorough examination in reading, arithmetic, geography, grammar, physiology, civil government and school law for the first certificate, or third grade, using two days for the examination, requiring a standing of seventy-five per cent in each subject, and granting exemption in these subjects and credits attained in other grades. For a second-grade, add mental science, or school methods and physics, using one day, seventy-five per cent to be attained in each. For a first-grade, add algebra, drawing and bookkeeping, on same conditions as the second-grade; each certificate to be a permanent one in the commissioner district where issued, and valid in other districts when indorsed by the commissioner having jurisdiction. These examinations to be uniform, not necessarily in questions, but in character; the commissioners to conduct the examinations and report to the Department. By this method I should expect to obtain a higher order of mind in the school-room, greater stability of character in the teacher, teaching to be made a permanent business, and each person expecting to stand or fall as he or she is successful in school work; less expense attending examinations, more time at the disposal of the commissioner to visit schools, and, consequently, better supervision.

I firmly believe that the best evidence we can have of an individual's capacity to teach is the result of his work in the school-room. I do not believe he can do well there without a good educational foundation, hence, before allowing him to teach, I would demand of him the only proof he could give of his fitness, and ever after let him be judged by his work. If I found him generally inefficient, the commissioner should have power to revoke his certificate, that no school should be imposed upon by his engage-

ment. Give to the schools a high order of talent in the teachers' ranks, and the question of graded schools and kindred questions will be solved by the people direct.

Statistical.

It has been said that "one-half of the children of the United States graduate from the schools at the beginning of their tenth year," and that "ninety-four per cent are out of school at the beginning of their fourteenth year." In this county, sixty-six per cent of those of school age attend school some portion of the year, and the number of days each attended, on the average, is 111. What, then, must be the number of days those attend who fall below the average? They constitute more than one-half of the number attending school. Average these again, and it will be shown that the time more than one-half of our children attend school is less than 365 days. In view of these facts what can be said of our boasted system of general education, which required, during the last year, nearly \$22,000,000 to support. I feel that there is no doubt to be cast upon the assertion that the schools of this district, when judged by the quality of work done, have kept pace with the schools of the State.

As this is to be my last report, I desire to express my thanks to the Department for courtesies shown to me; and to extend to the commissioners of the State my grateful remembrance of the kindly greetings I have received at their hands.

Kendaia, N. Y.

STEUBEN COUNTY — FIRST DISTRICT.

C. W. HALLIDAY, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Avoca	11	6	15	439	41,948	\$8,760	\$1,226,224	\$1,725 19	\$2,934 28	5
Bath	25	26	43	1,457	167,445	57 593	3,322,692	5,505 77	8,828 57	33
Bradford	5	8	6	145	14,563	2,840	283,745	706 32	1,060 54	1
Campbell	9	1	12	309	32,563	7,775	628,761	1,374 43	2,355 82	7
Cohocton	12	3	20	674	72,214	21,245	907,063	2,434 15	5,579 47	1
Prattsburgh	15	15	20	484	46,798	19,495	913,120	2,251 86	3,013 40	9
Pulteney	11	20	14	343	34,416	8,645	773,463	1,647 20	2,776 47	48
Urbana	12	11	18	504	48,595	24 935	1,547,485	2 205 68	5,079 91	23
Wayland	11	4	14	402	36,776	13,155	1,055 360	1,685 35	3,104 83	19
Wayne	5	5	5	174	11,199	2,160	270,565	575 22	672 32	1
Wheeler	13	4	13	326	24,009	6,050	562,381	1,478 09	1,454 93	31
Total	129	103	180	5,257	532,526	\$172,655	\$11,490,859	\$21,589 16	\$36,860 54	177

General.

Much time has been given during the past year to improvements in school property. The school-house in district No. 3, Bath, was condemned, and a new one has been erected, and also one in district No. 3, Wayne. Most of the improvements, however, have been in new seats and in general repairs on old buildings.

The present valuation of school-houses and sites is about \$8,000 in excess of the previous year. With the exception of an addition to the North Cohocton and Atlanta union school, made necessary by the increased attendance at that institution, these repairs are mostly on small district school buildings.

The union and graded schools in this district are doing excellent work, and we have no trouble in securing all the teachers that are needed. I think fewer changes were made in our teaching force the past year than ever before. Even the small districts are finding out that it does not pay to change teachers every term. In the town of Wayland, ten out of the eleven districts did not change teachers during the year.

The institute held at Bath, December 19-23, 1892, with Conductor Stout in charge, assisted by Dr. James Milne, Dr. L. D. Miller and Miss Rice, seemed to give the best satisfaction of any that has been held in this district.

It seems to me that a great improvement can be made in our educational system by relieving commissioners of some of the office work which they are now obliged to do, and thus give them more time for supervision. In this district at least, the work of supervision is of very little value, so far as the management of the schools is concerned, the greater benefit coming from the attention given to school property.

Dr. L. D. Miller is now principal of Haverling Academy, for the twentieth consecutive year, and Franklin Academy, at Prattsburgh, founded in 1823, is now seventy years old.

South Pulteney, N. Y.

STEUBEN COUNTY--SECOND DISTRICT.

H. L. HARRISON, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Addison	5	20	17	686	80,717	\$38,215	\$905,043	\$2,526 16	\$7,701 46	8
Cameron	13	19	14	315	32,926	5,825	391,957	1,628 53	3,533 88	69
Caton	12	15	12	331	27,456	6,415	504,680	1,379 09	1,613 05	37
Corning.....	16	46	50	2,423	278,127	125,235	4,096,446	7,652 94	22,645 64	15
Erwin	7	18	11	394	39,687	15,950	981,029	1,398 74	3,040 44	4
Hornby	12	18	12	232	19,554	5,195	312,311	1,345 91	1,385 26	6
Lindley	10	10	13	385	31,941	6,375	463,294	1,524 49	2,034 52	29
Rathbone	12	13	12	362	25,084	7,225	492,168	1,460 74	1,320 14	43
Thurston	11	12	11	302	22,192	5,550	345,556	1,286 33	1,121 66	9
Tuscarora.....	11	14	11	331	26,341	4,975	438,275	1,294 08	1,723 10	11
Woodhull.....	16	28	17	558	47,381	9,230	602,990	2,115 22	1,934 39	41
Total.....	125	213	180	6,399	631,406	\$230,190	\$9,534,749	\$23,610 28	\$48,053 54	272

General.

The new school year brings several changes in the principals of the union schools of this district. D. A. Blakeslee, A. M., comes to Addison from a position in Alfred university, and has already made a good beginning. A. Z. Pierce, A. M., goes from Woodhull, where he leaves a splendid record, to accept a more lucrative position at Painted Post. Professor George Holmes, a former student at Woodhull, is called to succeed Professor Pierce at the latter place. These schools, together with the two union schools at Corning under Leigh R. Hunt, Ph. D., and Professor D. L. Razey, are in a flourishing condition.

During the past year one new school district (No. 13, of Cameron) has been formed; three additional teachers have taught the full year, making 181 in all.

The above statistical table shows that in this district during the past year 6,399 children attended school; that the aggregate number of days' attendance was 31,406; that \$23,612 public school moneys were received from the State; that \$48,053 were raised by local taxation, or a little more than twice the amount received from the State.

The new library law is proving a good incentive to the purchasing of standard dictionaries by our trustees, and it is the rule rather than the exception that they take advantage of the opportunity offered and receive the benefit of the State library

appropriation. We hope in the near future to report that every school in the second district possesses and owns a standard dictionary. The value to pupils of the habit acquired in school of looking up the pronunciation and definition of all new words can not be estimated. Much credit is due to our teachers for the interest they are taking in this movement of securing dictionaries.

The graded course of study was adopted one year ago at our teachers' institute, and while it is impossible yet to strictly follow it, it is proving a healthful stimulus to both teachers and pupils.

Teachers' Institutes.

The teachers' institutes conducted in our district by A. S. Downing, A. M., for the past two years, have been of inestimable value to our teachers and schools. The instruction given has been so practical that its effect is often plainly seen in the work of the school-room. We regard the work being done by the institutes at present as of the greatest value to the teaching profession.

Training classes are at present conducted at Woodhull and Painted Post. These classes give good opportunities for young teachers to prepare for their work. I believe there should be enough of these classes so that every young teacher can receive the benefit of them. The time is at hand when every inexperienced teacher should be required to give some special study to the science of teaching before taking up the responsible duties of a teacher. With training classes within easy reach of all this plan would be feasible. People complain that young teachers who can pass rigid examinations often fail in methods and discipline. This is true and special preparation would in most cases cause these failures to be avoided.

In conclusion, I will say that while all of our schools are not what we could wish them to be, yet there is a gradual improvement both in the teaching service and in the sentiment of the people favoring good schools. The outlook is encouraging.

Borden, N. Y.

STEUBEN COUNTY—THIRD DISTRICT.

CHARLES MOORE, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Canisteo	13	18	19	783	75,456	\$8,770	\$1,827,034	\$2,506 08	\$3,609 21	22
Dansville.....	14	10	14	357	27,225	6,025	678,016	1,610 83	1,701 94	14
Fremont	10	15	10	292	20,911	4,395	403,809	1,183 78	1,431 61	21
Greenwood.....	10	19	12	318	26,700	3,970	321,439	1,392 59	1,761 76	17
Hartsville.....	8	12	8	191	14,605	3,190	251,535	907 26	1,027 67	18
Hornellsville....	11	19	53	2,726	308,704	76,465	5,329,683	9,810 97	22,977 45	26
Howard.....	17	21	18	416	34,543	9,420	670,604	2,081 15	1,929 58	42
Jasper	15	18	16	447	35,919	7,105	713,723	1,871 04	1,614 10	21
Troupsburg.....	18	17	20	644	51,634	6,910	445,977	2,276 78	1,595 24	40
West Union.....	10	10	10	244	19,824	3,235	172,294	1,099 53	392 75	17
Total.....	126	159	180	6,418	615,520	\$129,485	\$10,814,084	\$24,740 01	\$38,041 31	258

General Condition.

The schools in this district are doing well. The teachers, as a rule, are energetic and progressive.

Uniform Examinations.

The present method has tended to improve the educational qualifications of teachers, but we quite often find a teacher who holds a third-grade license, doing better work than some who hold a higher grade. I believe that some teachers possess natural qualifications, which are essential to success.

School Buildings.

Many improvements have been made within the last year, but they are not in the condition that we would like to see them.

Canisteo, N. Y.

SUFFOLK COUNTY — FIRST DISTRICT.

CHAS. H. HOWELL, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
East Hampton..	5	5	9	383	36,607	\$9,725	\$1,048,586	\$1,213 56	\$2,916 24	5
Riverhead	15	25	21	790	88,409	15,910	1,125,200	2,658 57	6,558 96	8
Southold.....	17	25	36	1,409	166,330	36,532	2,488,623	4,983 47	15,211 54	22
Southampton...	21	25	41	1,644	176,736	62,950	4,062,427	5,236 56	18,497 89	39
Shelter Island ..	1	1	4	176	17,995	8,600	454,700	460 35	2,260 00	1
Total	59	81	111	4,402	486,157	\$133,717	\$9,179,596	\$14,752 51	\$45,444 63	75

General.

In looking backward over the educational field in the first commissioner district of Suffolk county, I find what seems to me to be just reasons for feeling a pride in her achievements. The district does not contain as many imposing and costly public school buildings as may be found in some other portions of the State, but I am persuaded that the people do put a high estimate upon education.

There are six academies in this district; one at Southold, one at Jamesport, one at Riverhead, one at Bridge Hampton, one at Southampton and one at East Hampton. The last-mentioned is known as Clinton Academy, and was erected in 1784.

During the past year, Sag Harbor has erected a new primary building, thirty-one by forty-two feet; at East Hampton, the two school districts have been consolidated, and now form a union free school district. The Hook and South End schools are of the past, a commodious school building of modern architecture having been erected in their stead.

Teachers.

One hundred and eleven teachers were employed in the schools of the district for the full term of thirty-two weeks. During the year I examined sixty-one candidates. My record book shows that in the nine examinations held, 102 trials were made, showing that in most cases candidates have made more than one trial before passing the required per cent.

I have issued twenty-eight third-grade certificates, twenty-eight second grade, two first grade, eleven were licensed who were without previous experience in teaching.

Teachers' Institute.

The institute was held at Southampton, April twenty-fourth-twenty-eighth, conducted by Professor I. H. Stout, with the assistance of Commissioner J. D. Cary and Principal S. S. Shaw, Mrs. M. Alice Taft, Professor A. A. Rogers, from among our teachers.

The instruction given was progressive and practical. We were disappointed in not having the pleasure of listening to Hon. Chas. R. Skinner, as announced on the institute program, but Professor J. J. Harrison, of Sag Harbor, Commissioner Cary and Professor Stout came to the rescue and delighted the audience.

What are the advantages gained by making the date of the annual school meetings the fourth Tuesday in August?

After six years of service as school commissioner, during which time only kind, courteous and prompt attention has been given to all communications which we have sent to the Department, we tender to you as Superintendent, our thanks for the many favors received and valuable advice given to us from time to time.

School officers, too, have our thanks for the support given to us during these years. Teachers and pupils all have my hearty thanks for the kind manner in which I have been received.

Riverhead, N. Y.

SUFFOLK COUNTY — SECOND DISTRICT.

WILLIAM B. CODLING, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Babylon.....	7	31	23	95	111,348	\$26,350	\$1,040,107	\$3,208 51	\$11,054 28	14
Brookhaven.....	37	66	64	2,628	284,326	78,720	3 09 666	8,706 62	28,608 00	74
Huntington.....	19	43	39	1,509	163,170	42,195	2,145,832	5,189 23	13,938 99	18
Islip	13	38	37	1,915	211,053	67,005	2,520,321	5,427 54	23,063 33	23
Smithtown.....	7	6	7	317	30,254	12,625	742,109	932 67	2,184 16	6
Total	82	184	170	7,354	800,151	\$226,895	\$9,546,035	\$23,464 57	\$78,848 76	135

Statistical.

About \$100,000 will be used this school year for new school-houses, grounds and furniture.

During my term of office (six years) this district has raised by tax \$374,582. Apportioned to district \$135,910, or \$238,672 more raised by tax than was received from the State.

In 1888 the value of school property was \$140,575; now it is \$213,185, an increase of over fifty per cent.

January 1, 1888, there were thirty-six teachers holding life certificates out of a total of 144. Now there are 100 out of 175. Most of the others hold first grades or are graduates of training classes, only ten beginning this fall without experience.

Early in my first term, acting under the regulations governing uniform examinations, I raised the minimum age of teachers to 18 years. Twenty would be better. Sixteen is manifestly young.

Many from this commissioner district entered normal schools this fall. All southeastern New York is pleased with the prospect of a normal school at Jamaica. With a strong faculty the school will have no lack of pupils.

Graduates of our normal schools should be under obligation to teach as long in the State, immediately after graduating, as they attended such school.

Suggestions.

Every school-house in the State should have some means of ventilation besides windows. The Department should recommend various modes for different buildings, and, after due notice, withhold public money from the districts failing to adopt some approved plan. The Department should pass upon all plans of new school-houses relating to heat, light, ventilation, floor-space and number of cubic inches of air per pupil.

Physical training should receive more attention at normal schools and institutes, and be made one of the subjects of examination. If our forefathers, with less advantages, accomplished more than we do, it was because of better physical development. The future parents of our commonwealth should be well developed physically, mentally and morally. An athlete, with a common school education, is worth more to the State than a college man with no health.

Growing pupils, especially girls, and those pupils not robust, should receive intelligent physical training in the public schools.

I am under great obligations to your Department for unvarying kindness and many courtesies shown me.

Northport, N. Y.

SULLIVAN COUNTY — FIRST DISTRICT.

JOHN Z. TWICHELL, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Bethel.	15	8	15	481	38,051	\$8,630	\$413 681	\$1,853 80	\$2,443 60	8
Cochecton	9	2	9	241	20,167	4,050	475,669	1,093 02	1,282 51	8
Delaware	9	2	11	436	38,482	7,000	350,160	1,486 29	2,422 24	18
Forestburg	5	5	5	158	10,629	1,950	50,757	618 80	716 92	2
Highland	6	8	7	231	20,559	4,195	169,829	1,230 50	1,750 67	16
Lumberland....	6	7	6	226	19,227	7,605	234,958	803 60	1,898 95	4
Mamakating ...	19	17	22	869	76,180	11,200	859,392	2,810 01	4,456 25	13
Thompson.....	19	15	23	845	72,963	14,401	602,501	2,930 31	4,032 74	34
Tusten.....	5	5	6	235	22,989	4,700	234,053	799 12	1,732 42	45
Total	93	69	104	3,722	319,187	\$63,731	\$3,390,980	\$13,625 45	\$20,736 30	143

General.

As a rule, the trustees are giving more attention and care to the school-houses, very many having recently been painted, reshungled and furnished with new patent seats, blackboards, maps, charts and globes, making them both comfortable and attractive. There is also apparent a disposition on the part of the people to re-elect trustees who have taken good care of the district's property, and provide the best teachers obtainable for the school. I deem it very important that a capable and efficient trustee should be re-elected, for it usually insures the employment of the same teachers if they have done satisfactory work. Judge Draper once said: "The frequent changes of teachers is a great drawback upon our schools. A teacher who is doing effective work in the school-room should be retained. Teachers of proved competency should be continued as long as possible in the same district."

There are very few teachers who lack the requisite knowledge of the subject taught. The failures, although few, can, in most instances, be attributed to the teacher's inability to properly classify the pupils, to keep good order, and to use the most improved methods of instruction. In the time that can be given for a school visit, by the commissioner, little can be done which will enable a teacher to do very much better work, especially if the term is nearly out. I have, however, made such suggestions as each particular case would seem to warrant, and feel that some good has been the result. There is a lack of uniformity of text-

books, causing a larger number of classes than would otherwise be necessary, thus preventing teachers from making the most profitable use of their time. I believe, as stated in my report of 1892, that the adoption of free text-books would prove a great blessing, there being so many children in our public schools unprovided with books. I believe that if all the text-books used in the schools were furnished by the State, these evils would be obviated, and the expense to the people be much less than it now is.

Annual School Meeting.

There seems to be a very general agreement among trustees, teachers and patrons of schools in this county, as well as many others, I have heard from, that the annual school meeting occurs too near the time when it is desirable to open the schools. They claim, with me, that it should be held about the fourth Tuesday of July, so that school officers may have time to make the necessary repairs on school building and hire their teachers, as this business is always done, in country school districts, by the newly elected trustees. It would also be better for the teachers. At present teachers are obliged to wait in suspense during their whole vacation, before they know where or whether they are to teach the following school year. If school meetings were held in July, teachers would have, at least, one month (August) free from the cares and anxieties of school life. I, as yet, have failed to meet a person interested in our public schools that does not agree with me that the time of the annual school meeting should be changed to July. I ask that the Superintendent give this matter his careful consideration.

School Exhibit.

It is the purpose of the commissioner to make an exhibition of school work at our institute to be held December 11-15, 1893. I have reason to believe that if at each teachers' institute the school work was exemplified in some way, it would prove to be of great educational value to teachers and pupils. I give the following reasons: It would make our institutes more interesting; it would stimulate the teachers; it would encourage better work in the school-room; it would bring about a friendly competition between the schools of the towns and the towns of the commissioner district; it gives teachers an opportunity to see some of the work accomplished in the different schools of the district and thus gain many valuable hints and suggestions. If pupils know that their work is to be exhibited at the institute, in public, they will do their utmost to have it reflect credit on their school. The exhibits will be organized by towns and by school districts. Each town will occupy a definite area, which will be assigned with reference to

the amount of exhibit it will have to represent. I think it will appear to any intelligent mind that so large a variety of school work, produced as a specialty, by teachers and pupils of the different schools, will afford excellent drill in the preparation and the inspection of the work by the teachers, and many of the pupils in a body, will develop new ideas, and, on the whole, have a broad and widening effect.

What May Be Shown.

I will give but a partial list of the different kinds of work that may be shown. It will be left almost entirely to the judgment and discretion of the teachers to select the work in which their schools excel.

1. Photographs of school-houses and grounds, also groups of scholars. A photograph of the teacher should be placed at the head of the exhibit from each school.

2. A short readable sketch of the founding and development of the school to date.

3. Number of teachers employed, number of recitation-rooms, the total seating capacity of same, and the number of pupils enrolled.

4. An essay descriptive of the school-house, both interior and exterior, with surroundings.

5. An essay on the school district, as to its location, places of historic interest, places of business, churches, occupation of the people, population, etc.

6. Table showing daily program of class work.

7. Exercises written from dictation, or written from stories told or read.

8. Lists of test words spelled in class.

9. Methods of giving object lessons by teacher.

10. Map drawing, specimens of clay modeling and sand molding.

11. Drawings from copy, dictation, objects, or original inventions. Technical designs for prints, wall-paper, carpets, etc.

12. Paintings in oil or water colors, by pupils or teachers.

13. Complete sets of blanks in bookkeeping, setting forth single and double entry.

14. Copy books written in school, short paragraphs, or selections of poetry nicely written; written business forms, notes, drafts, receipts, due bills, etc.

15. Analysis of sentences, diagraming, exercises in phrasing, etc.

16. Original problems in arithmetic; illustrating certain subjects, analysis, methods for presenting certain subjects; examination questions, etc.

17. School compositions, poetry or prose.

18. Methods of teaching music, books, charts, etc.

19. Stenography, typewriting, etc.

20. Objects of historic interest, books, flags, apparatus, etc.

I now take the opportunity, at the close of my first term, to thank the trustees, teachers and patrons of the schools in my commissioner district for their promptness and willingness to assist in school matters, and for the uniform courtesy which I have received from your hands.

Barryville, N. Y.

SULLIVAN COUNTY—SECOND DISTRICT.

J. D. SCOTT, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Callicoon	13	13	14	575	48,959	\$8,805	\$285,422	\$1,838 63	\$3,386 14	21
Fallsburgh.....	17	18	19	713	53,248	12,155	444,379	2,268 80	3,610 18	21
Fremont.....	12	14	13	512	33,387	6,205	494,018	1,657 39	2,665 88	17
Liberty	19	26	24	891	76,805	12,375	532,761	2,934 37	7,576 52	16
Neversink	17	15	18	497	38,957	6,650	179,650	2,142 59	2,345 66	30
Rockland	13	14	18	712	61,151	11,480	245,190	2,368 09	4,567 39	37
Total	91	100	106	3,900	312,461	\$57,670	\$2,181,420	\$13,209 87	\$24,151 77	142

General.

Perhaps during no other year of my service as commissioner of this district have the schools under my visitation presented so favorable aspects as during the last. The communities are coming more and more to recognize the value and necessity of maintaining good schools. There are, to be sure, exceptions. Many think the "three R's" and the old time school not merely good enough but better than the present. Fortunately these are being left behind by the onward sweep of progress. Teachers too, are rallying to meet the higher demands. The training class at the Liberty Union school this term is larger than ever before. Many who have taught in the past are now in school taking higher subjects, with a view to teaching later. The introduction of the Regents in the Liberty school offers to the young men and women of this county the first opportunity there has been for years of pursuing academic studies. The effect on the district schools must soon be felt.

Whenever influential men make up their minds that it is the best thing to have a good school in their community the natural

equipments follow with little trouble. There has been no exception to the rule here. During my term there have been erected six entirely new buildings, besides additions and repairs on others. Eleven districts have substituted patent seats for the old style benches. Outbuildings, fences and grounds are steadily being improved. During the past year all the schools in my district have been visited once or more, except a few that were closed on account of contagious diseases at the time of my visitation.

Examinations.

The giving of two days for second-grade examinations is an excellent change. Heretofore the work has been too much crowded. Let teachers have all the time needed for examinations. On the other hand it would be in the interest of a higher standard to limit the number of examinations. Where teachers have too many opportunities to try examinations, their securing of a certificate is too much a matter of chance. Let the number of trials be made uniform for all grades, and limited to three. The number of examinations held during the year is limited to four.

Liberty, N. Y.

TIOGA COUNTY.

L. O. WISWELL, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Barton.....	19	21	39	1,389	174,842	\$53,310	\$2,667,422	\$5,426 66	\$11,474 17	47
Berkshire.....	6	3	8	277	32,516	5,700	355,985	1,022 54	1,419 44	....
Candor.....	22	19	27	773	74,678	19,087	1,371,826	3,427 85	3,327 18	31
Newark Valley..	13	11	18	448	50,691	17,815	873,905	2,025 76	2,669 36	20
Nichols.....	12	17	15	354	37,171	8,742	97,179	1,760 10	2,030 80	6
Owego.....	36	33	65	1,781	202,453	63,490	5,130,210	11,078 24	16,929 04	57
Richford.....	10	10	12	304	25,771	4,715	370,255	1,375 64	1 065 57	2
Spencer.....	13	10	18	584	62,102	8,625	711,444	2,465 35	2,520 75	24
Tioga.....	19	22	21	558	54,307	14,475	1,075,178	2,495 13	3,858 44	46
Total	150	146	223	6,468	714,531	\$195,959	\$13,473,404	\$31,087 27	\$45,294 75	233

General.

After a service of nearly six years, it is very gratifying to recall the countless manifestations of deep interest in educational affairs on the part of the patrons, and the devotion shown

by the teachers. While these continue, our schools can not suffer great loss. It is the business of good stewards to improve that which is placed under their charge; and now, at the close of the year, I glance back to see how our account stands. The accompanying special reports will give you an idea of some of the work done.

The system of free text-books adopted last year by the village of Waverly is giving the best of satisfaction by lightening the burden of the poor, securing that uniformity which the rural districts want, making the teacher's work more effective, and increasing the attendance of pupils. It proves to be a strong inducement to non-resident pupils.

At three sessions of the county teachers' association, methods of teaching have been studied and compared, professional enthusiasm has been engendered, and a feeling of fraternity cultivated.

Last spring the experiment of grading the institute was tried. This greatly increased the labors of the officers and was attended with doubtful success. Through the efforts of the conductor and his assistants, the sessions were very profitable, however.

Course of Study.

The course of study adopted in so many counties and in use here has been of great service in systematizing the work of teachers and pupils; but, in my opinion, it ought to be revised and amplified. With the continued approval and assistance of the Department, I think its usefulness may thus be easily increased.

It has been the general custom here to open the schools the fore part of September. Since the date of the annual meetings has been changed to the last of August, the trustees are not able to make repairs and select teachers so early as formerly, thus longer holding the teachers in suspense, and tending to shorten the year's schooling. The change does not give satisfaction.

District and Union Schools.

The State of New York has, on the whole, been most generous toward her schools, but she has not been entirely impartial. The district schools suffer needlessly by comparison with the union schools; they are in serious want; and if we do not make it known and try to supply it, we fail in duty.

They want better means of education, closer supervision, a better system of doing business, a more equitable method of taxation.

The following table which, excluding districts that employ more than one teacher, compares the poorest district with the richest in each town, shows an interesting state of things:

	No.	Val.	No.	Val.
Barton	6	\$19,182	2	\$150,774
Berkshire	2	18,691	5	58,455
Candor	18	13,400	6	111,653
Newark Valley	5	16,304	1	64,906
Nichols	10	13,980	3	147,870
Owego	29	13,095	26	142,284
Richford	15	16,020	3	48,715
Spencer	16	18,005	3	75,837
Tioga	12	14,900	14	106,688
		<hr/>		<hr/>
		\$143,577		\$907,182
		<hr/>		<hr/>

I notice that the figure of justice appears on the great seal of the State of New York, but, though blinded, she is partial; for, under the present laws, some districts must tax themselves two to eleven times as high as their neighbors do in order to maintain a school. A remedy, which has your hearty approval and support, has been proposed for this outrageous disproportion in the valuation of school districts, namely, a town tax for the schools in the town, excluding union schools. When the real condition of school affairs is understood, the voice from the weak districts will be so strong, and the sense of justice in the strong districts will be so great that the "township system" will be adopted without delay.

Nichols, N. Y.

TOMPKINS COUNTY — FIRST DISTRICT.

CHAS. VAN MARTER, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Ulysses	14	23	20	638	70,501	\$26,945	\$1,252,539	\$2,608 67	\$6,210 59	25
Enfield	13	26	13	299	26,892	5,835	431,843	1,523 79	1,122 42	15
Newfield	20	42	22	514	44,394	12,165	538,122	2,580 48	3,061 86	28
Ithaca	9	13	9	201	17,539	4,425	583,742	1,125 70	871 26	12
Danby	17	32	18	362	30,165	8,055	637,034	2,044 62	1,962 28	22
Total.....	73	136	82	2,014	189,491	\$57,425	\$3,443,280	\$9,783 26	\$13,228 41	102

General.

During the past year I have made 136 official visits to the schools under my jurisdiction. The principal object of these visits has been, not so much to catechise and make pleasing remarks, as to inform myself of the efficiency of the teacher, of her methods of disciplining and controlling, of her tact in interesting the pupils in their work, and of the condition of the school property generally. After having thus made these visitations, I am convinced that along these lines marked improvements have been made.

Until within the past two years, the trustees of this county have had no serious trouble in securing teachers, but recently it has been a great difficulty, at times, to find a sufficient number of available teachers to supply the demand. For this reason I feel that it was a great mistake to withhold from the commissioners the right to issue temporary licenses, in emergencies that are likely to occur.

The semi-centennial institute for the first commissioner district of this county was held at Trumansburgh, during the week beginning November 13, 1893, in the new school building, with Professor A. C. McLachlan, as conductor, assisted by Mrs. B. Ellen Burke, of Malone, and Miss Goodhue, of the Cortland Normal school. The instruction given was of a most practical character and the teachers evinced a most earnest interest during the entire session. The presence of State Superintendent J. F. Crooker at our institute was an agreeable surprise to the teachers as well as myself, and added much interest.

We feel a pardonable pride in the record made at this institute, since this county has the honor of having held the first institute, not only in New York State, but in the United States, and this, too, was our jubilee year of institute work.

Newfield, N. Y.

TOMPKINS COUNTY — SECOND DISTRICT.

ELLA GALE, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Groton.....	17	27	24	879	92,028	\$21,860	\$1,254,662	\$3,074 11	\$5,289 21	14
Dryden	24	41	30	777	82,766	24,605	1,086,966	3,702 27	4,928 66	52
Caroline	18	25	20	432	39,739	10,415	976 330	2,252 73	2,463 60	23
Lansing	21	26	21	488	43,657	10,845	1,044,973	2,585 87	2,561 74	36
Total	80	119	95	2,576	258,190	\$67,725	\$4,362,931	\$11,614 98	\$15,243 21	125

General.

In making my first annual report to the Department of Public Instruction I desire to testify to the excellent condition in which the work was left by my predecessor.

Between January first and July twenty-fifth I made eighty-three official visits, and while, in a few cases, the work done was not gratifying, as a rule I found the teachers earnest and their work effective. The district schools are all working under the graded system, and marked benefit is derived thereby.

The union school building at Groton has been enlarged to nearly twice its former size, and the number of teachers increased.

Arbor Day was generally observed, 125 trees having been planted, while some of the schools used that day for raising the school flag for the first time.

It is believed that the teachers of this commissioner district have been greatly benefited by meeting with each other for the purpose of discussing their work. There is in this district a teachers' league of about twenty members which meets monthly. We have also a teachers' association which holds two meetings a year, and the effect of these meetings is noticeable in the work of the teachers. The greatest defect seems to be in primary work. It is hoped that with the organization of more teachers' classes in our union schools much better work may be done in this line.

Groton, N. Y.

ULSTER COUNTY — FIRST DISTRICT.
JOHN J. MORAN, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Saugerties	21	69	32	1,758	176,191	\$34,275	\$4,049,184	\$4,761 05	\$9,165 54	50
Hurley	9	21	10	447	47,103	6,450	473,783	1,519 15	1,939 49	10
Kingston	2	5	2	98	10,999	1,150	27,960	303 42	450 00	2
Ulster	7	17	9	548	58,568	11,175	792,135	1,418 87	3,392 85	12
City of Kingst'n	5	72	74	3,860	477,292	192,200	12,459,230	13,187 35	45,044 61	12
Total	44	184	127	6,711	770,153	\$245,250	\$17 802,292	\$21,189 84	\$59,992 49	86

Teacher and Pupil.

Years of observation and supervision of schools lead me to believe that the closer the supervision the better and more practical the work. Counting the different departments, I have made 339 official visits during the year. In my rounds of inspection. I have kept in mind the characteristic features of each teacher's work, as well as the needs of each particular school, giving suggestions and class exercises in each school under my jurisdiction. While the schools in this district are doing better and higher work than in previous years, still, there are some not doing enough for the real future of the pupil. Nine children in ten never go beyond the common school, being compelled, by circumstances, to enter upon the active duties of life. Hence, it is the duty of teachers to see to it that their pupils can read understandingly, spell correctly, write legibly, grasp the fundamental principles of arithmetic, and have a general knowledge of language, geography, physiology, history of our country and the duties of citizenship. If the essentials are thoroughly mastered they will be able to go on and up, higher and higher in the acquisition of knowledge, according as circumstances and opportunities may open the way. The schools, moreover, ought to encourage the particular genius of the child, to cultivate in him habits of honesty, industry, accuracy and skill, thus with intelligence and industry combined with right habits, right motives, and right ideas, he may be able to do well anything he undertakes. The school years of a child's life are the most important. The first growth of habits and capabilities will affect his future career. It is essential, therefore, to the welfare of every child that he should receive right impressions; that he be punctual and regular in attendance at school, and orderly and methodical in acquiring knowledge as well as in using it.

Education is made up of home influences, surrounding circumstances and early associations. To secure the best results, the training must begin at home, and must be continued and enforced in the earlier stages of school life. Teachers can not be too careful in preventing irregular attendance, loose habits of learning, thinking and doing. They sometimes complain that too many parents allow their children to remain away from school on the slightest pretext, or are careless in sending them at the appointed hour. Having thus broken in upon their children's studies and hindered their progress, they will blame the teachers for the backwardness and the irregular and idle habits of their children, for which the parents in a great measure are responsible. Parents are reminded of the fact that pupils completing the course of study will be admitted into Kingston free academy or Ulster academy, upon diploma, without examination.

Training Class.

The training class, in Kingston academy, is in charge of competent and experienced instructors. Each year this institution prepares a class of teachers who seldom fail to do excellent work. The schools in the outlying districts are especially benefited by the professional qualifications and efficiency of these trained teachers. The new methods of teaching have introduced a new spirit into the school-rooms.

I have, this year, recommended nine candidates to the normal schools, one each to Albany, Cortland, and Geneseo, and six to New Paltz.

During the year I have held ten examinations. Actual number of different persons examined was, ninety-nine; number of certificates issued, first grade, none; second grade, thirty-five; third grade, ten; total, forty-five. Since January, 1, 1888, a period of six years, fifty-five examinations were held and 660 candidates examined. Of this number, thirty-one received certificates of the first grade; 300 certificates of the second grade, and 140, certificates of the third grade, total, 471.

School districts Nos. 10, 15 and 21, in the village of Saugerties, were consolidated by the establishment of union free school district No. 10, therefor and therein, in conformity with the provisions of chapter 555 of the Laws of 1864, and the acts amendatory thereof. District No. 22, Shultis Corners, was changed to district No. 15; No. 23, Quarryville, to district No. 21; and No. 24, Manorville, to district No. 22. There are now, in this commissioner district, forty-five school districts, of which forty are common, four union free, and one joint. Of the union free school districts, two are organized under the general law and two by a special act of the Legislature. There are fifty school buildings.

The school districts own the land upon which forty-one of the fifty schools are built. The buildings and sites are valued at \$245,250. During the school year, 6,711 children attended the public schools some part of the time. The average daily attendance was 3,939, and the whole number of days of attendance 770,153. The number of teachers employed during the year was 127. Of this number, twenty-two hold normal diplomas; four, State certificates; two, college graduates' certificates, and ninety-nine have certificates granted by local officers.

During the year an addition was built to school No. 16, Flatbush, town of Saugerties, and improvements made to Kingston academy, Ulster academy, schools Nos. 1, 2, 3, 4, 5, 8, 11 and 15, city of Kingston; Nos. 1 and 2, town of Kingston; Nos. 1, 2, 3, 5 and 7, town of Ulster; Nos. 1, 2, 3, 5, 6, 7 and 9, town of Hurley, and schools A, B and C, in union free school district No. 10, in the village of Saugerties.

Teachers' meetings have been held regularly each quarter.

Arbor Day was appropriately observed. Eighty-six trees were planted in school grounds.

Kingston academy, Ulster academy and union free school district No. 10, Saugerties should have manual training departments, with tool work. Kindergartens should be established in the city of Kingston and the village of Saugerties.

In conclusion, I desire to acknowledge the kindness and courtesy of the State Superintendent, and his assistants, also the cheerful co-operation of teachers, to whose fidelity and efficiency the prosperity of the schools is largely due.

Kingston, N. Y.

ULSTER COUNTY — SECOND DISTRICT.

GEORGE TERWILLIGER, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Esopus	16	14	21	945	85,289	\$13,485	1,510,411	\$2,833 26	\$6,764 47	10
Gardiner.....	9	8	9	404	34,640	5,435	651,467	1,224 85	2,250 27	5
Floyd	9	7	13	544	49,674	8,450	532,055	1,779 25	3,116 01	9
Marbletown	14	17	18	863	72,990	13,100	668,346	2,465 42	4,113 99	9
Marlborough ...	8	8	13	632	58,589	18,075	617,929	1,900 09	5,666 04	4
New Paltz	6	7	9	427	47,851	7,075	433,349	1,292 14	841 50	9
Plattekill	9	8	9	396	30,737	5,705	313,019	1,179 21	1,667 84	10
Rosendale	7	11	14	1,149	96,144	18,450	1,134,999	2,294 52	6,017 60	22
Shawangunk ...	10	6	12	514	43,786	7,125	648,890	1,660 55	3,166 00	26
Total	88	86	118	5,874	519,700	\$93,900	\$6,510,465	\$16,629 29	\$33,603 72	104

General.

The question of attendance, or rather the lack of attendance, of the children of school age, is one that demands the immediate attention of our legislators. I again recommend the enactment of a compulsory attendance law. The limit of school age should be 18 years, instead of 21 years.

During the past year I have urged upon teachers, patrons and pupils the propriety of having "Old Glory" wave over the school-house grounds, and I am glad to report that a majority of our schools possess good flags.

Much complaint is heard against the great diversity of text-books. The commissioners of this county have decided upon a series of text-books, which we shall recommend to trustees and teachers.

One new school-house has been erected since my last report, and others have been repaired and refurnished.

Several school districts have school-house sites which are entirely too small. I expect to have these sites enlarged.

High Falls, N. Y.

ULSTER COUNTY—THIRD DISTRICT.
E. C. DOUGLAS, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Denning	10	6	10	233	15,939	\$2,950	\$63,329	\$1,162 80	\$1,028 78	4
Hardenburgh...	9	14	9	217	16,172	2,360	91,474	1,062 69	950 07	8
Olive.....	16	23	18	603	49,682	7,850	366,559	2,178 50	3,251 38	25
Rochester	16	13	18	778	65,327	11,950	367,600	2,305 89	3,188 94	108
Shandaken	13	22	16	643	59,877	10,650	878,977	2,089 80	3,092 10	10
Wawarsing	29	43	49	1,879	220,963	42,975	803,731	6,749 51	11,804 95	30
Woodstock	7	8	8	337	30,317	3,350	399,750	1,046 04	940 69	10
Total	100	129	123	4,695	458,337	\$82,085	\$3,471,416	\$16,595 23	\$24,256 91	198

General.

I hereby submit to the Department my sixth annual report. I can conscientiously state that there has been a steady advancement all along the line.

Teachers are generally progressive and interested in their work. The greatest obstacle in the way of greater progress is the indif-

ference of patrons of the schools in some of the rural districts. Trustees are elected whose sole aim seems to be to hire the cheapest teacher the commissioner will license to teach, regardless of ability or teaching capacity.

I am thoroughly convinced that the township system will be a great improvement over the present system, although I do not look for a millennium after its adoption.

I find that a majority of the residents of this district are opposed to its adoption, but believe that after a trial of the township system most will be very loth to return to the present system.

A great mistake was made, I believe, in the passage of the law changing the date of the annual school meeting. Nearly all the districts of this commissioner district have a sole trustee. With the annual meeting held on the last Tuesday of August there is too much haste in selection of teachers; and not only this, but also many districts wait until the annual meeting to vote the funds necessary for repairs to the school buildings. With the meeting so late, there is not the time needful for these repairs before school should commence. The annual school meetings should be held not later than the first Tuesday of August, in my opinion.

Allow me here to extend to the Department assurances of my cordial appreciation of the many favors extended, and uniform courtesy extended.

Ellenville, N. Y.

WARREN COUNTY.

J. FREEMAN WELLS, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Bolton	10	7	11	280	20,879	\$4,675	\$367,350	\$1,319 89	\$1,551 76	16
Caldwell	6	7	9	303	24,916	4,605	692,155	1,043 59	1,655 39	11
Chester	18	18	21	577	48,609	5,895	339,189	2,566 75	3,054 13	49
Hague	6	2	6	176	12,954	1,755	132,760	762 25	1,053 06	5
Horicon	9	10	10	373	27,393	2,960	146,430	1,270 39	1,210 89	20
Johnsburgh	20	8	20	677	51,279	6,660	392,331	2,622 80	3,395 11	53
Luzerne	11	6	12	385	30,957	6,065	158,007	1,497 10	2,063 33	9
Queensbury	20	12	49	1,961	210,837	82,790	5,522,254	7,691 10	19,486 54	38
Stony Creek	10	9	11	328	22,552	3,035	72,483	1,342 32	1,407 18	9
Thurman	11	6	11	216	15,196	2,475	74,201	1,255 17	1,127 06	23
Warrensburgh..	10	9	16	424	45,154	11,365	377,975	2,058 17	3,082 19	12
Total.....	131	94	176	5,705	520,726	\$132,280	\$3,275,135	\$23,429 53	\$39,086 64	245

General.

In submitting my sixth annual report to the Department of Public Instruction, I have to say that the past year has been one of improvement in the condition of the schools under my supervision. Many buildings have been improved by the addition of new seats and desks, charts, blackboards, etc. Others have been repaired to such an extent as to be almost new. School district No. 5, in the town of Queensbury, has selected a new site and erected a fine and commodious building. There has been somewhat of a change in this county during the last six years. I will give a few comparisons:

	1888.	1893.
Value of school buildings	\$106,707 00	\$132,280 00
Total cost of schools	54,134 00	67,857 00
Expended for libraries	26 51	1,129 10
For teachers' wages	33,609 00	48,224 00
Number of teachers employed	169	176
Average	200	274
Number of children attending school..	5,796	5,705
Whole number of days' attendance....	440,911	510,426

While fewer children are living in the county, there has been an increase in expenses by providing better buildings and competent teachers. This has resulted in an increased attendance of 169,515 days each year. There are still a great many who do not attend school and others who are so irregular as to be of no value to themselves and a hindrance to others. In my opinion there should be a compulsory attendance law passed. A great many of the rural districts are very small, and a movement has been made this year to dissolve and unite with other districts. I have already dissolved five districts this year, and contemplate dissolving two more.

The change in the school law fixing the date of school meeting the fourth Tuesday instead of the first, was not, in my opinion, a good one. Trustees wishing to begin their schools early, so as to have a long vacation during the winter, when the snow is deep and the roads impassable, are obliged to secure a teacher as soon as possible, leaving them very little time for repairs.

Uniform Examinations.

Since October 15, 1892, I have held ten examinations. Four hundred and sixty-one candidates have been examined, submitting 2,597 papers, besides the first grade, which were sent to the Department. The largest examination was held January twenty-

first. Ninety-eight candidates attended and submitted 576 papers. This large amount of work, together with making necessary record reports, and correspondence has taken a large portion of my time, and any attempt at a general supervision is impossible. I would recommend that the commissioner be allowed an assistant to attend to the clerical work or that another district be organized in this county. The change in the regulation making the second grade examination hold two days is a good one, as most of the teachers, on account of the large amount of work required, failed on part of the subjects and were obliged to try again.

Grading of Rural Schools.

Last year the graded course was placed in all the schools. A portion of them have found it of great value. It stimulates the pupil to do better work. The teachers and pupils generally are in favor of the examinations and they should be continued another year. Although it causes the commission more work and some expense it is sure to be of benefit.

Adirondack, N. Y.

WASHINGTON COUNTY—FIRST DISTRICT.
JOSEPH W. BARBUR, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Argyle.....	16	27	18	488	47,261	\$11,475	\$1,118,691	\$1,907 53	\$2,766 24	11
Cambridge.....	13	19	13	383	31,719	8,625	1,229,803	1,596 31	1,619 38	27
Easton.....	18	35	18	408	30,041	7,560	1,316,716	2,054 18	2,276 31	18
Greenwich.....	16	32	23	1,125	119 633	26,485	1,860,115	3,757 35	6,670 57	10
Jackson.....	10	15	10	234	19,440	5,035	659,688	1,153 44	1,189 70	11
Fort Edward....	9	15	23	933	94,164	32,425	1,146,589	3,057 83	5,201 28	9
Salem.....	17	19	23	633	65 791	35,350	1,335,791	2,838 73	5,282 92	4
White Creek....	12	16	21	771	78,797	30,880	1,439,684	2,697 92	6,371 05	21
Total.....	111	178	154	4,975	486 846	\$157,535	\$10,107,077	\$19,063 29	\$31,377 45	111

General.

In making this my ninth and last annual report, I desire to thank the Department for favors received and for the unvarying promptness and courtesy with which all questions have been answered and needed information given. I have to acknowledge

my indebtedness to the people, trustees and teachers of this district for their loyal support in making all needed changes and for the many substantial expressions of their approval and good will received by me, and in justice to them would add that whatever success has been met with in school work in this district during the past nine years has been due largely to the commendable spirit shown by them and the earnest efforts put forth by those who have the good of the public schools at heart.

Greenwich, N. Y.

WASHINGTON COUNTY — SECOND DISTRICT.

W. H. Cook, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Dresden	10	10	10	185	13,996	\$3,635	\$130,799	\$1,134 18	\$1,148 00	2
Fort Ann	20	31	23	639	58,206	10,535	664,116	2,757 39	2,788 38	....
Granville	19	34	30	1,147	106,650	25,870	1,411,245	3,791 59	6,826 11	3
Hampton	6	10	6	154	11,065	2,300	204,244	695 48	543 78	....
Hartford	13	35	14	345	25,611	8,195	665,550	1,622 38	1,257 35	11
Hebron	17	28	18	469	41,624	7,490	983,319	2,201 15	2,766 26	33
Kingsbury	16	21	32	1,376	153,668	43,780	1,528,739	4,131 01	22,732 75	27
Putnam	6	6	6	120	9,183	1,930	255,503	675 86	740 61	11
Whitehall	14	21	32	1,468	149,147	21,730	1,215,140	4,195 46	8,052 47	....
Total	121	196	171	5,903	569,150	\$20,048	\$7,058,585	\$21,204 50	\$46,855 71	107

General.

In this, the last of my official reports to the Department, I have but little to add to those formerly rendered. In my opinion one of the chief factors in the solution of the problem, "How shall we supply our schools with qualified teachers?" is the teachers' class in our high schools and academies.

We have two in this district, both of them conducted with great ability. One, of several years' standing, is at Sandy Hill, under the direction of Miss F. A. Tefft. Miss Tefft is one of the strongest teachers in our State. She is highly educated, of great executive ability, loves her work and is enthusiastic in it. Above all, she inspires the members of her class with her own spirit and they accomplish wonders. In all my labors I have ever found in Frances A. Tefft a wise counselor and a valuable assistant. The

school at Sandy Hill has greatly improved under her management. The other class is located at Whitehall, and is conducted by Prof. W. W. Howe. Prof. Howe is one of the ablest educators in the State. He is original in his conceptions, has the intellect to form plans and devise methods, and an indomitable energy to carry them through. He is genial, kind and firm. He excels as an organizer, and the Whitehall school, under his direction, is a perfect piece of mechanism, owning allegiance to one master mind. Those who pass through these training classes are better teachers than before they entered. By all means push this branch of your work.

I desire to express my sincere thanks to the people of this district who, through a long period of service (nine years), have ever proven my friends. Their kind hospitality will ever be remembered, and their many words of encouragement and cheer will go into the past as among the pleasantest reminiscences of an official life that has had much of toil and harsh and unkindly criticism. It has been my constant purpose to do right, regardless of friend or foe, and, looking backward over the trodden pathway, I see no place where I have acted from other motives than to benefit the schools and do justice to all. To the Department I desire to extend my hearty thanks. Entering upon my duties with no experience in such matters, but for their assistance so freely accorded, I must have made many blunders. I have ever found the officials connected with the Department courteous and obliging, and now, that these official relations must soon be severed, I desire to extend to them my kindest wishes and many thanks for the multitude of favors shown, and for the considerate treatment at all times extended to me. Trusting that our great school system may continue to make progress and become still more the pride of the Empire State, I lay down the work. My successor, Miss Myra L. Ingalsbe, is well equipped for the office, both by education and experience, and I trust that the people of the district will extend to her the same kindly treatment accorded to me.

Hampton, N. Y.

WAYNE COUNTY — FIRST DISTRICT.

EVERETT O'NEILL, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Butler.....	10	20	12	344	34,437	\$5,875	\$577,260	\$1,454 69	\$1,674 65	12
Galen.....	18	27	30	1,225	126,206	51,275	3,267,263	5,137 70	8,276 34	14
Huron.....	11	15	11	305	25,323	5,245	817,240	1,296 38	1,333 81	11
Lyons.....	13	18	32	1,348	174,098	72,575	2,751,360	4,966 49	14,253 63	18
Rose.....	12	17	15	504	43,087	10,690	981,340	1,868 08	2,427 50	9
Savannah.....	12	29	17	458	51,383	16,760	1,248,646	2,133 23	11,217 99	8
Sodus.....	23	30	27	1,014	96,960	19,890	2,286,830	3,535 42	4,337 21	27
Wolcott.....	15	20	25	910	90,725	20,220	1,370,529	3,582 12	5,146 11	27
Total	114	176	170	6,138	642,224	\$202,530	\$13,300,468	\$23,994 11	\$48,667 24	126

Condition of Schools.

The teachers of this commissioner district are doing excellent work, and the increasing interest of trustees and patrons in the schools is very gratifying. Our schools are greatly benefited by the fact that, in order to pass the uniform examinations for certificates, it is necessary, in most cases, for candidates to join the teachers' classes, or attend the village schools, where they are instructed by college and normal school graduates, whose methods they adopt, with proper modifications, in the common schools.

General.

The school buildings, with very few exceptions, are in good condition. Two fine school buildings have been completed during the past two years, one at Lyons, at a cost of \$50,000; the other at Savannah, costing nearly \$7,000.

The recent change in the time of holding school meetings does not give general satisfaction. The newly-elected trustees do not have opportunity to select teachers for the fall term with that care which their respective schools often demand.

Upon retiring from the office of school commissioner, I am impressed with the progress made in our public schools during the past six years, and believe that the successful efforts of the State Department of Public Instruction to centralize and systematize the work of the school commissioners, normal schools and teachers' classes, have contributed very much to the recent advancement and increased efficiency of the common school system of the State.

Savannah, N. Y.

WAYNE COUNTY — SECOND DISTRICT.

M. C. FINLEY, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Arcadia.....	23	27	26	1,412	146,718	\$50,225	\$3,034,000	\$5,289 53	\$11,208 96	31
Macedon.....	13	17	15	595	56,363	16,250	1,945,000	1,937 02	2,473 40	12
Marion.....	13	18	14	523	45,296	11,050	1,249,000	1,747 03	3,697 70	16
Ontario.....	14	17	16	669	57,001	11,450	1,176,000	2,057 82	3,446 49	24
Palmyra.....	13	15	24	917	110,721	47,000	3,003,000	4,036 59	9,091 35	12
Walworth.....	11	13	11	477	42,653	6,950	1,132,000	1,424 95	1,688 91	12
Williamson.....	14	16	16	579	51,629	10,115	1,019,000	1,957 80	2,441 81	14
Total	101	123	132	5,172	510,426	\$153,040	\$12,663,000	\$18,450 74	\$34,048 62	121

General.

In making this, my ninth annual report, to the Department of Public Instruction, I have but little new to add to former reports. The schools are still prosperous and progressive. During the past nine years there has been a gradual, healthy educational growth. The school property of this district, by the erection of new buildings and the repairing of old ones, has increased in value about \$100,000 during the past nine years. The teachers are more energetic, enthusiastic and earnest in their work, feeling more the responsibility of their calling and their duty to those placed under their charge. While the average attendance is not what I desire, yet I believe it to be more the fault of the parents than of the teachers. A compulsory law is about the only thing that will obviate the inattention on the part of the parents. The sooner we have it the better.

The annual institute held in April last, under the direction of Professor McLachlan, was one of the best ever held in this district. Professor McLachlan is a live, earnest and impressive conductor. The teachers were delighted with him and the instruction was good; the teachers were so impressed with his zeal in the work and the valuable instruction given that they returned to their work with the full determination to do better work. It was a success.

Palmyra, N. Y.

WESTCHESTER COUNTY — FIRST DISTRICT.

CHAS. H. NOXON, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Eastchester	5	6	74	3,469	430,941	\$251,000	\$5,804,334	\$10,182 90	\$71,563 03	8
Mamaroneck ...	1	1	6	312	37,521	56,000	1,852,760	919 60	11,600 00	7
New Rochelle...	3	1	33	1,858	232,566	105,400	3,227,075	5,797 84	40,514 44	5
Pelham	2	2	8	391	47,723	14,500	1,540,930	1,263 19	5,571 98	2
Rye.....	5	7	35	1,543	191,733	97,500	2,076,550	4,741 96	27,760 97	7
Scarsdale	1	....	1	34	2,997	3,500	535,500	135 75	575 00	....
Westchester	4	5	32	1,454	172,679	105,210	4,600,000	4,479 37	36,746 98	....
Total	21	21	189	9,071	1,116,173	\$633,110	\$19,637,149	\$27,520 61	\$194,332 40	29

General.

In submitting this, my first annual report as commissioner of the first district, I want to acknowledge my deep appreciation of the uniform courtesy and kindness that I have received from both the officers and teachers of my district, almost without exception, and also from the Department. As will be seen by my statistical report, the number of scholars attending school in this district is rapidly on the increase. This is especially noticeable in district No. 2, Westchester, where the large assembly-room has been divided into rooms, and the building is greatly overcrowded. There has also been a marked increase in New Rochelle, Mount Vernon and Rye.

New Buildings.

In the place of the old ram-shackled school building in district No. 1, Rye, there has, during the past summer, been erected a very fine building, at a cost of about \$25,000, and on Monday evening, October 30, 1893, it was formally dedicated by most interesting and appropriate exercises. A very fine school building is on its way to completion in district No. 5, in Mount Vernon, at a cost of about \$40,000.

The plans for a large school building in district No. 1, New Rochelle, at a cost of about \$30,000, have been accepted, and it is to be built at once.

There should be no rest on the part of those interested in the education of our boys and girls until good high schools are established in the larger places, especially New Rochelle and Mount Vernon.

Teachers' Institute.

The custom of holding a county institute was this year deviated from, and we held a district institute in Mamaroneck during the first week in April, with Professor Stout as conductor, and Miss Rice, and Professor Bugbee, of the Oneonta Normal School, as assistants. It was the almost unanimous verdict that it was one of the most interesting and profitable institutes held in the county.

Taken as a whole, our people are, and have reason to be, proud of our schools. We believe we have the cream of the State for teachers, and contact with them verifies this belief. All of our large schools, as well as the smaller ones, indicate that there is energy, education and refinement at the helm, and if they do not turn out energetic, educated and refined men and women, it will be the fault of the scholars themselves.

Finances.

It can be said, to the credit of this district, that there is no disposition to be penurious in the matter of schools. If new buildings are needed, they are built. If new apparatus is needed, it is purchased. In this district are seven towns, in five of which the value of their school buildings and sites is between \$600,000 and \$700,000, and the amount paid to the teachers in these five towns is about \$130,000.

I am satisfied that any one who acquires the necessary percentages to obtain a first, second or third-grade certificate under the uniform examination is well qualified to teach. All examinations should be held on Friday and Saturday.

New Rochelle, N. Y.

WESTCHESTER COUNTY — SECOND DISTRICT.

JAMES B. LOCKWOOD, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Greenburgh	10	16	37	1,862	219,185	\$121,000	\$11,154,079	\$5,807 87	\$34,649 39	14
Harrison	5	5	5	161	16,701	5,950	1,855,600	662 43	2,213 43	2
Mt. Pleasant....	10	10	20	948	97,680	36,850	2,353,349	2,734 60	12,556 80	8
North Castle....	7	7	7	269	23,448	7,125	487,397	937 98	2,342 30	8
Ossining	6	12	34	1,268	157,609	68,600	3,610,024	4,971 24	23,788 98	8
White Plains....	2	5	11	586	74,895	40,000	1,725,30	1,632 18	10,965 39	....
Total	40	55	114	5,094	589,568	\$279,525	\$21,185,756	\$16,746 30	\$86,516 29	40

The District.

This district contains six towns, and is one of the smallest in the State in territory. It, however, ranks third in the assessed valuation of its property, being exceeded only by the second district of Monroe county and by Montgomery county, which has only one commissioner district.

The district also enjoys the distinction of containing the wealthiest school district in the State, outside of the cities, the assessed valuation of property in district No. 2, town of Greenburgh, being \$3,145,130.

There was also expended last year by the several school districts of this commissioner district the following sums, viz.:

Teachers' wages	\$68,533 93
Libraries	707 39
School apparatus	2,221 56
School-houses, sites, repairs, furniture, etc	16,260 77
Incidental expenses	32,154 97

Schools.

Our schools have done earnest work during the year, and have made substantial progress. As usual, changes among the teachers are few. The number of normal school graduates has increased, and with few exceptions the teachers in the district are well qualified for their positions, either by professional training or by practical experience.

There is but one teacher at present in our schools who has never taught and he is a recent college graduate.

Principal Charles A. Genung resigned last summer after a successful career of twenty years in the White Plains school.

The board of education have been very fortunate in the selection of his successor, in the person of Mr. Ralph Stewart, a graduate of the Geneseo Normal school, and a former principal of schools at Rome and Saratoga.

School-Houses.

A new school-house was built during the year in district No. 2, town of White Plains.

District No. 7, town of North Castle, was obliged to procure a new site owing to the condemnation of the old site by the authorities of New York city in aid of its water supply. A new site was purchased, and as the building was comparatively new it was bought from the city and moved to the new location. A sufficient award will undoubtedly be given to the district to enable it to pay the entire expenses connected with the removal without appropriating any money. At Elmsford

and at Unionville preparations are being made for new buildings. Several schools have purchased new furniture at my suggestion, and without compelling a resort to the authority vested in the commissioners by law to direct such purchase.

Teachers' Institute.

Separate institutes were held in this county for the first time last year. The institute for this district was held at White Plains, with Professor Stout as conductor, assisted by Dr. James M. Milne, Miss Gratia L. Rice and Professor George E. Hardy, president of the State Teachers' Association. The sentiment in this county has been against district institutes, but the experience of last year did much to change the opinion of the teachers. We held a very profitable institute, and I confess to a change of heart on this question. I believe that far better results are obtained in a district institute. Professor Stout and Dr. Milne, who are always welcome in Westchester county did much to instruct and encourage our teachers. The instruction of Miss Rice in drawing was very highly appreciated, and Professor Hardy's talks on reading and literature were most opportune in view of the new library law, which is bound to work a revolution in school libraries.

Uniform Course of Studies.

The use of the commissioners' course of studies has been continued and extended. My opinion in regard to the value of the system is fully justified by the results observed by me last year. I attended at the closing exercises in several district schools, and presented diplomas to the pupils who had earned the same. The interest manifested by pupils and parents in the uniform course was very apparent, and I hope that the rural teachers in this district will continue in the good work.

Annual School Meeting.

It is very much to be regretted that the last Legislature changed the date of the annual school meeting to the fourth Tuesday of August. Of course, the only districts affected are those having a single trustee. The time is too short between the school meeting and the beginning of the term to enable a sole trustee to make a satisfactory selection of a teacher. As I have heretofore suggested, the outgoing trustee should have the power to employ the teacher for the ensuing year.

School Libraries.

It is too early to notice the good results that are sure to follow from the recent change in the laws relating to school libraries. In this age of cheap printing and wide distribution of paper

covered literature, it is of the utmost importance that our boys and girls should be led to acquire the habit of reading good books and to cultivate a taste for the study of literature. The teacher will fail in his duty who neglects this subject, and the provisions of the present law will afford every school district an opportunity of making the school and district library a powerful engine for good in the community.

Conclusion.

As this, my ninth annual report, is the last one which I shall make to your Department, I may be pardoned a few observations in conclusion. I have had the honor of holding the office of school commissioner in this district for nine years. During this period considerable change has taken place in the district. The valuation of taxable property has increased \$3,000,000, the value of school-houses and sites has increased \$57,000, and although the number of teachers is about the same the increase in the amount of wages paid is \$6,000. The nine years that have passed have been memorable years in the history of education in New York State. They have seen the successful introduction of the uniform examination system which has done so much to uplift and dignify the teachers' profession. They have seen largely increased facilities for acquiring a professional training in the establishment of the Normal college at Albany, and four new normal schools, besides the training classes in different parts of the State. Teachers' institutes have become veritable schools of instruction, instead of annual holiday seasons to be enjoyed or not, as the fancy of the teacher dictated. The school library of our boyhood days will soon be a thing of the past. The uniform course of studies has awakened a new interest among the boys and girls in our cross-roads schools. The new statutes, relating to the care of school buildings and outhouses, have vastly improved the condition of our school-houses and grounds, and best of all it is a common sight to behold the stars and stripes floating over the school-house.

A great deal yet remains to be done, but we are getting into the notion that the true mission of the public school is to make men and women and good American citizens out of our boys and girls. The power of the school commissioner has also been enlarged, and the work of the office has correspondingly increased. A faithful and intelligent discharge of the duties of the office demands to-day as never before, that the incumbent should possess the qualifications that can only result from education, experience and a practical knowledge of school work, and methods of instruction.

I believe that the schools of this district are in a better condition than they were nine years ago, and it is my earnest wish that they will increase in power and efficiency from year to year.

I have found the duties of the office both pleasant and congenial. My relations with your Department, under present and former administrations, have been most cordial. The utmost harmony has always existed between myself and my associate commissioners of this county, and I congratulate the people that the valuable services of Commissioner Adams of the third district to the cause of education are to be retained for another term.

It has been my privilege and pleasure to attend every annual meeting of the State Association of School Commissioners except one, and every meeting of the teachers' association in this county except one during the last nine years.

The friendships I have thus formed among the normal school principals, institute conductors and school commissioners throughout the State, and among teachers and other educational workers, have been valuable and lasting.

I desire to express to you my gratitude for the uniform courtesy and kindness which have ever been extended to me by yourself and by your associates in the Department.

I am also under many and enduring obligations to the people of this district, to the press, to school officers, and, above all, to the teachers with whom I have been associated so long and so pleasantly, for their helpful support and loyalty.

Accept my best wishes for your continued success as the head of the educational forces of the Empire State.

White Plains, N. Y.

WESTCHESTER COUNTY — THIRD DISTRICT.

T. C. ADAMS, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Bedford	14	16	18	611	67,911	\$24,325	\$1,825,250	\$2,421 23	\$5,843 81	...
Cortlandt	19	31	49	2,484	293,852	100,825	4,40,383	7,293 40	24,818 11	16
Lewisboro	8	8	8	222	23,430	5,690	552,942	1,043 89	1,076 30	4
New Castle	8	8	9	263	28,732	7,575	589,183	1,169 60	3,059 64	9
North Salem....	7	8	7	265	23,675	6,675	743,875	903 61	2,925 61	3
Poundridge	6	6	6	102	9,809	2,420	295,879	710 02	783 05	6
Somers	8	9	7	259	23,754	5,925	955,821	931 17	2,542 67	3
Yorktown	10	10	11	359	32,814	9,600	1,100,466	1,432 22	2,916 39	11
Total.....	80	96	115	4,570	508,977	\$163,035	\$10,763,799	\$15,895 14	\$43,965 58	52

General.

During the past year I have made ninety-six visits to the schools in my district, examining carefully their condition in regard to the work performed, and the spirit manifested by teacher and pupil.

Much of the territory in my district lies in the rural yet progressive and prosperous part of the county. Still there are several villages in the interior, along the Harlem railroad, employing two or more teachers, in which excellent work of a high grade is being done. Along the Hudson the schools are much larger, and consequently are more closely graded, especially is this the case in the Drum Hill and Oakside schools of Peekskill, which, in point of excellence, are surpassed only by few, if any, of the metropolitan schools. Under the trusteeship of Mr. Edward Bellfeulle, who has served the Montrose district uninterruptedly for a score or more of years, the school has attained great proficiency, and is the especial pride of all its patrons. The efficient services of the two teachers, who have been in charge of this school for several years, have been manifested not only in the work of the classroom, but upon the general public.

Much good judgment has been exercised on the part of trustees and boards of education in securing and retaining the most efficient teachers and principals, thereby giving a stronger impulse, a more complete system, and an increased interest in the cause of education. Several of the school buildings in the valley of the Croton have to be abandoned on account of being in too close proximity to the streams affording the water supply of the metropolis.

The buildings at Mt. Kisco, Katonah and Croton Falls have been condemned on this account, but through the courtesy of the New York water commissioners, permission has been given to continue the school until such time as other accommodations may be secured. It is quite probable that the action of the water board will cause a consolidation of two or more districts, and result in the erection of more modern and better buildings than those condemned.

A new building, having accommodations for two classes, has been erected at Purdys; the building is neat and commodious, and will afford ample facilities for good work.

While the work in the two large schools of Peekskill, Oakside and Drum Hill, has been of a high order, their close proximity to each other, the frequent removals of pupils from one district to the other, and the desire for a uniform course of study, and uniform text-books in the schools, would naturally suggest that consolidation would augment the educational advantages and diminish the expenditure incident to their maintenance.

Meetings in the respective districts have been held to take into consideration the question of union, but the districts are still separate. It is quite probable that in the near future the schools will work under one board, one supervision and one curriculum. Much might be said upon the advantages for such a union, but, as time is a great educator, perhaps it is wise to patiently wait; knowing that all good things will come to him who can do so.

Truancy.

Perhaps truancy is no more prevalent now than at any previous time, but it seems that the welfare of the State demands that the education provided for the child should be received by him, if the State would obtain the benefit of its outlay in his behalf. A large per cent of the habitual truants, whose parents neglect or refuse to suppress the evil, find their way into vagrancy or crime. Much of this might be avoided were wise and judicious laws enacted, fraught with such power and authority as will operate upon the offender. When the parent can be stimulated to sufficient action to prevent or destroy the evil habit this always should be done. When the parent is too indifferent or too powerless to effectively repress or suppress the evil, it is far better for the State to exert its power to take charge of and educate by authority than to permit the child to develop into a candidate for the alms-house or the penitentiary. Legislation upon this subject is much needed, and the State should make some provision for taking charge of habitual truants.

Teachers' Institute.

For the first time, in Westchester county, district institutes were substituted for one embracing the county. In so far as relates to the third commissioner district the change received the unanimous approval of all who participated. The conductors were able to reach and interest the individual teacher. The teachers, especially the less experienced, felt that the instruction was personal, intended for the weakest as well as the strongest. We had a plain, practical and profitable session, and I have yet to hear a desire to return to the county institute.

Annual School Meetings.

There seem to me some very cogent reasons why the annual meeting should be held as early as the first Tuesday in August, and not deferred until the fourth Tuesday, as fixed by recent legislation. Among others, I would instance that, in districts having but one trustee, a teacher can not be hired until after the annual meeting. The change of date involves delay in arranging for the

running of the school during the year, in carrying out alterations and repairs authorized by the annual meeting before school opens, resulting either in retarding the opening or in the confusion incident to alterations while school is in progress.

Bedford Station, N. Y.

WYOMING COUNTY — FIRST DISTRICT.

FRANK C. BENEDICT, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Attica	13	19	22	669	77,585	\$25,525	\$1,386,045	\$2,833 44	\$4,483 56	19
Bennington	16	19	16	408	36,491	7,425	778,151	1,864 15	1,907 15	30
Covington	8	14	8	220	24,168	3,910	1,355,097	1,012 72	1,384 82	12
Middlebury	13	13	17	482	36,081	790	1,021,711	2,036 10	2,627 65	19
Orangeville	6	10	6	178	16,069	2,450	296 213	724 62	701 98	7
Perry	9	22	18	655	81,623	30,200	1,411,222	2,952 40	4,429 24	18
Sheldon	16	21	19	634	54,794	10,125	1,082,038	2,399 03	3,392 11	26
Warsaw	11	22	23	970	105,004	41,950	2,193,036	3,030 37	4,040 59	16
Total	92	140	129	4,216	431,815	\$129,485	\$9,523,513	\$16,852 83	\$25,967 10	147

General.

This closes my third, and last year; having engaged to enter into other business the coming year, I did not enter the field for a renomination. I have labored for the advancement of the district schools under my charge. We have attempted to grade the same under the commissioners' uniform examination system, and it will develop to a success, as my successor has promised to continue the good work. The desire on the part of a large majority of the pupils in the rural districts, to earn a diploma, has compelled them to follow the subjects laid down in the course of study prepared by the committee. If there can be a united effort on the part of commissioners, and the Department at Albany to have it uniform throughout the whole State, and insist upon the work, a few years will see more young men and women, from our rural districts, seeking a higher education through the inspiration received, while working that they might receive a commissioner diploma, than any other one influence that has ever been brought to bear upon them. I trust its importance will receive due consideration from Department and commissioners.

I desire to call the attention of the Superintendent and commissioners to a fact, that I trust will be given consideration. At present those commissioners who are working along the line of the course of study for our district schools, place this course of study in the school-rooms, and, at the same time, do not require those who take the examinations for third grade certificates, to take an examination in history, civil government, or drawing. Should they not be required to pass, at least, fifty per cent in all subjects, not now required for a third grade, that are upon that course of study? Either strike them from the course of study, or require as much of the teacher as you do of the pupil.

As in my previous reports, I still long for the time when the township system shall be a law in this Empire State.

Thanking the Superintendent, members of the Department, institute conductors, and brother commissioners, for all favors extended, I submit this, my third annual report, trusting that the educational interests of not only this district, but the whole Empire State may be advanced in the years to come.

Perry Center, N. Y.

WYOMING COUNTY — SECOND DISTRICT.

F. W. McELROY, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county.	Number of official visits made by commissioner.	Teachers employed for legal term,	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Arcade	11	19	15	430	41,940	\$13,660	\$1,041,460	\$1,736 80	\$1,863 74	27
Castile	14	20	19	462	52,443	9,750	1,414,127	2,324 10	3,628 58	23
Eagle	11	21	12	282	25,363	5,630	636,229	1,382 80	1,097 98	11
Gainesville	11	22	15	528	57,574	9,600	1,047,585	1,809 03	3,470 79	4
Genesee Falls...	3	6	4	104	11,755	2,600	245,447	513 21	828 55	...
Java	10	13	18	459	37,582	6 100	749,007	1,620 46	1,945 10	11
Pike	8	9	12	213	20,696	4,450	662,251	1,074 91	1,016 98	11
Wethersfield....	10	10	21	251	20,762	6,100	452,752	1,163 41	1,065 03	10
Total.....	78	120	116	2,729	268,135	\$57,890	\$6,248,858	\$11,624 72	\$14,916 75	97

Condition of Schools.

I find, by comparing the school statistics of this district for the past two years, that the average attendance has been a trifle better during the last year than in the preceding one. This, to my mind, has been due to a growing interest on the part of the

patrons, and a slight improvement in the grade of teachers. More general work in history, drawing, civil government and like studies, is being done by the rural teachers, and this seems to attract the older pupils, and hold them longer in the district school. There is a growing tendency in the school system to elevate the standard of the rural schools. I feel, however, that there are yet too many inexperienced third-grade teachers in our schools. The teaching force is too constantly changing.

Some repairs have been made during the past year, but there are still many buildings in great need of improvement. The prevailing sentiment among most people seems to be that shelter and warmth is all the pupils need. May the time speedily come when people will leave, in their school facilities, the old stage-coach mode, and accept a more convenient and comfortable transit in educational matters. The time has fully come, in my estimation, when every school district should be supplied with suitable maps, a globe, charts and a reasonable number of reference books.

Please allow me, at this time, to express to the Department due appreciation of the many favors granted me during the last three years, and to extend sincere thanks for the same.

Bliss, N. Y.

YATES COUNTY.

L. J. BARDEN, *School Commissioner.*

TOWNS IN DISTRICT.	Districts with school-house in county	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school	Aggregate days' attendance during school year.	Value of school buildings and sites	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1893.
Barrington	12	21	12	246	20,591	\$4,775	\$448,575	\$1,375 49	\$1,182 77	32
Benton	12	23	13	363	35,447	8 650	1,640,491	1 619 87	1,739 88	12
Italy	11	16	11	249	22,132	4,063	551,915	1,336 26	1,261 11	21
Jerusalem	19	32	20	573	50,326	10,245	1,358,746	2,490 73	3,478 32	22
Middlesex	8	14	9	271	24,433	6,340	631,696	1,121 93	1,317 35	84
Torrey	6	10	7	180	18,163	5,950	762,426	893 55	2,158 52	30
Milo	12	23	31	1,210	138,943	46,126	2,993,114	4,318 14	10,530 41	53
Potter	12	23	14	470	44,063	21,085	1,035,679	1,868 31	2,109 57	21
Starkey	11	18	14	498	49,676	11,180	1,612,814	1,839 49	3,533 57	37
Total	103	180	131	4,063	403,824	\$118,414	\$11,308,456	\$16,863 77	\$27,311 50	262

Condition of the Schools.

The schools of the county are, on the whole, on the advance. An additional teacher was employed, although the number of scholars attending school in the county decreased 255. The sys-

tem of grading has been more rigorously adopted to the decided benefit of teachers and scholars.

The general condition of school-houses and their outbuildings is an improvement upon last year. District No. 11, Italy, and district No. 14, Jerusalem, made extensive repairs. District No. 5, Starkey, has been reseated during the year. District No. 1, Milo, has erected and occupied a commodious brick annex of six rooms, equipped with the latest and best school furniture and heating and ventilating system, to accommodate its third and fourth grades, and, while closing one of its smaller school buildings, contemplates the erection of another brick building this year for use by a portion of its first and second grades.

Teachers' Institute.

The teachers' institute for the district was held at Penn Yan under the conductorship of Professor A. S. Downing, assisted by Professors J. M. Milne, J. F. Cheney, and Miss Gratia L. Rice. It was perhaps as earnest and enthusiastic an institute as ever convened in the county, certainly so in the fullness and regularity of attendance.

Columbus Day was generally observed in the schools, by interesting and appropriate exercises, notably in district No. 1, Milo. Arbor Day was also almost universally observed.

The teachers' county association has held four sessions during the year at convenient points in the county, aiming particularly at practical work and class exercises.

A (county) principals' association was also formed for the express purpose of attempting to elevate the educational standard of teachers in this county and antagonizing the employment of too numerous a class of third-grade teachers under the present system of obtaining certificates whose intention is not the permanent pursuit of teaching.

A change in the statutory requirement, that no person under the age of 18 years shall be deemed eligible to receive a certificate, would materially benefit the educational advancement.

Gage, N. Y.

5. HEALTH AND DECENCY.

DEPARTMENT CIRCULAR.

STATE OF NEW YORK, DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, ALBANY, *June 1, 1893.* }

To School Commissioners:

Your attention is particularly called to the following act with a view of having it strictly enforced:

Chap. 538.

AN ACT in relation to health and decency in the school districts of this State.

Passed, June 7, 1887; three-fifths being present.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. From and after the first day of September, eighteen hundred and eighty-seven, the board of education, or the trustee or trustees having supervision over any school district of this State, shall provide suitable and convenient water-closets or privies for each of the schools under their charge, at least two in number, which shall be entirely separated each from the other and having separate means of access, and the approaches thereto shall be separated by a substantial close fence not less than seven feet in height. It shall be the duty of the officers aforesaid to keep the same in a clean and wholesome condition, and a failure to comply with the provisions of this act on the part of the trustees shall be sufficient grounds for removal from office, and for withholding from the district any share of the public moneys of the State. Any expense incurred by the trustees aforesaid in carrying out the requirements of this act shall be a charge upon the district, when such expense shall have been approved by the school commissioner of the district within which the school district is located; and a tax may be levied therefor without a vote of the district.

Commissioners in visiting schools, are requested to be particular in the inspection of outhouses and water-closets, and to make use of all available opportunities for notifying trustees that all districts which have not heretofore complied with the law must arrange buildings as it requires without delay, and thereafter

continue to observe its provisions or suffer the penalties which it imposes. The official reports at the close of the present school year will call for full information upon the subject, and upon these reports the Department must take such action as the law contemplates. If commissioners meet with cases where a willful refusal to comply with the law is shown, they will forthwith report the same to the Department.

Inquiry is frequently made as to the meaning of the statute. Whether or not it intended two separate buildings, it is hardly necessary to determine. When new buildings are to be erected it is much better, and not much more expensive, to erect two entirely separate buildings. But it is clear that in connection with each school in the State there must be two "suitable and convenient water-closets or privies," which "shall be entirely separated each from the other." If the two are under one roof, they must be separated by such a substantial partition, both above and below the floor, as will prevent all communication. If such partition is not made of brick or stone, it should be a lathed and plastered partition, or it should be of plank ceiled upon both sides. A simple board partition is not enough. In other words, where the two closets are under one roof, they must be as effectually separated as though they were in entirely separate buildings.

It will be observed that the law also requires that there shall be separate means of access to these places, and that the approaches shall be separated by a "close fence not less than seven feet in height." The purpose of this provision is manifest. It is to screen the approaches and entrances from observation. It is a wise provision and must be complied with. If there are two outbuildings separated from each other on the rear of the school site, there should be a fence erected between the two outbuildings, and another should extend from this to the school building.

It is occasionally said that a site is not large enough to admit of compliance with the law. Then the site must be made larger by the acquisition of more land. The school laws make ample provision for such a contingency.

It is important to make the fact prominent also that the duty of the trustees is not discharged when the two outhouses, with guarded approaches, are provided. The law directs the trustees to keep the same "in clean and wholesome condition." A failure to do this is as truly a violation of the law as a failure to observe its other provisions.

Yours respectfully,

J. F. CROOKER.

Superintendent.

REPORTS OF SCHOOL COMMISSIONERS CONCERNING
COMPLIANCE WITH THE LAW IN REFERENCE TO
"HEALTH AND DECENCY."

The school commissioners of the State report that all school districts under their jurisdiction have complied with the law, with the following exceptions:

ERIE COUNTY.

Third district. School district No. 1, Sardinia; No. 10, Holland.

FULTON COUNTY.

School district No. 12, Oppenheim.

OTSEGO COUNTY.

First district. School district No. 13, Plainfield.

SUFFOLK COUNTY.

First district. School district No. 14, Southampton.

TOMPKINS COUNTY.

First district. School district No. 18, Newfield; No. 6, Ithaca.

6. LIST OF SUPERINTENDENTS AND PRINCIPALS OF GRADED SCHOOLS.

COUNTY AND NAME.	Post-office address.	COUNTY AND NAME.	Post-office address.
ALBANY.		CATTARAUGUS—(Cont'd).	
Mary J. Udell.....	Delmar	William McKerrow.....	Machias.
Gilbert L. Merritt	Coeymans.	Fox Holden, A. M., <i>Supt.</i>	Olean.
Ephraim H. Parker.....	Coeymans Junction.	C. W. Evans.....	Olean.
Charles Van Auken	Voorheesville.	W. W. Mundt	Olean.
James Heatty	Green Island.	Arthur J. Evans.....	Sandusky.
Julia Cullen	West Troy.	W. H. Smith.....	Portville.
Ellen La Maire	West Troy.	Hattie Smith	Westons Mills.
Nellie Egan.....	West Troy.	Alton H. Appleby.....	Yorkshire.
Daniel Ryan	West Albany.	J. H. Carfrey.....	Salamanca.
Ida S. Agnew.....	Loudonville.	G. E. Waller.....	Little Valley.
Margaret R. Sullivan....	Menands.	J. V. Sturges.....	Cattaraugus.
Henry Bingham.....	Guilderland.	Clarence Snow.....	West Salamanca.
— Turner	Altamont.	Charles A. Black.....	Gowanda.
ALLEGANY.		Hiram E. Vincent	Dayton.
Henry E. Adams	Canaseraga.	W. H. Bigelow	South Dayton.
Wm. C. White	Rushford.	Samuel King	Randolph.
Chas. W. Southworth....	Belfast.	Evan C. Abbott.....	East Randolph.
Colonel E. Bunten.....	Angelica.	Myron L. Day	Leon.
Samuel F. Jennings.....	Almond.	Sarah Ryder	East Otto.
Roy G. Litchard.....	Bishopville.	Samuel Towne	Otto.
Mary E. Crowley	Short Tract.	Bert L. Greene	Steamburg.
George Dautremont.....	Fillmore.	Frank Heier.....	Killbuck.
Will L. Ault	Hume.	H. L. Willis.....	Great Valley.
Victor Crowell	Centerville.	CAYUGA.	
Julia M. Dunker.....	Wiscoy.	Robert Simpson, Jr	Weedsport.
Elizabeth Lang.....	Black Creek.	W. L. Harris.....	Port Byron.
F. S. Purtell	Caneadea.	Louise H. Allen.....	Cato.
Orphe Milmine.....	Alfred Center.	G. A. Jacobs.....	Fair Haven.
B. B. Brown	Andover.	Mrs. Isabella Edgew	Meridian.
A. D. Howe.....	Whitesville.	D. D. Wiggins	Sterling.
Asa Bentley.....	Wellsville.	Charles Wilde.....	Sterling Valley.
L. W. Craig, A. M.	Wellsville.	Iva Kyle.....	Martville.
J. M. Reed.....	Wellsville.	Isaac Devlin.....	Conquest.
O. M. Burdick	Allentown.	Lyman Bell	Sennett.
Miss C. L. Rogers.....	Little Genesee.	Mary Galvin.....	Montezuma.
A. J. Glennie	Bolivar.	S. C. Houghtaling	Throopsville.
Thomas James	Ceres	J. D. Bigelow, A. M.	Moravia.
Frank L. Peckham	Richburg.	A. M. McKell, A. M.	Union Springs.
J. E. Dewey	Uba.	B. J. Wrightman.....	Cayuga.
T. H. Armstrong	Friendship.	Geo. B. Lester.....	Seneca Falls.
Wm. F. Allen.....	Belvidere.	Frank Bentley	Skaneateles.
Jay Crissey.....	Belmont.	Clarence Sutton.....	Ithaca.
B. B. Ackerman	Scio.	Franklin Van Gorder....	Tunkhannock, Pa.
BROOME.		CHAUTAUQUA.	
S. Dwight Arms.....	Deposit.	I. H. Russell.....	Sherman.
W. S. Murray	Windsor.	E. R. Putnam.....	Findleys Lake.
J. H. Crain	Harpe sville.	J. N. Gillies.....	Clymer.
Glenn C. Page.....	Sanitaria Springs.	D. C. Temple	Panama.
James H. Keles	Port Crane.	E. F. Partridge	Watts Flats.
J. S. Childs	McClure.	Charles Hurlbut.....	Brokenstraw.
A. R. Mason.....	Whitneys Point.	G. S. Genner.....	Ashville.
E. E. Smith.....	Union.	G. E. Neil.....	Lakewood.
D. S. Zimmer.....	Lisle.	R. M. Pratt	Busti.
Fred Howard.....	Chenango Forks.	L. B. Skidmore	Chautauqua.
D. B. Zimmer.....	Union Centre.	T. Lockhart.....	Mayville.
Milton S. Dean.....	Vestal Centre.	A. M. Taylor, A. M.	Westfield.
Anna O'Loughlin.....	Vestal.	J. M. McKee	Silver Creek.
Clara Guier.....	Triangle.	A. C. Anderson	Forestville.
S. Arnold	Port Dickinson.	George Hanley.....	Brocton.
Gurtha H. Mooers.....	Centre Lisle.	F. M. Markham.....	Ripley.
E. T. Graves.....	Maine.	May F. Lord	Fredonia.
CATTARAUGUS.		W. E. Bunten.....	Sinclairville.
Edgar W. Curtis	Allegany.	P. E. Marshall	Frewsburg.
Reginald F. Penton.....	Delavan.	E. W. Storms.....	Ellington.
Walter S. Hubbard.....	Ellicottville.	C. L. Fuller.....	Cherry Creek.
S. C. Hayden.....	Franklinville.	Wm. B. Blaisdell.....	Kennedy.
Fred W. Gray	Hinsdale.	B. F. Saxton.....	Cassadaga.
		Geo. R. Matthewson....	Stockton.
		J. S. Wright	Falconer.
		L. F. Soule	Gerry.

LIST OF SUPERINTENDENTS AND PRINCIPALS — (*Continued*).

COUNTY AND NAME.	Post-office address.	COUNTY AND NAME.	Post-office address.
CHENANGO.		CORTLAND.	
Elbert W. Griffith, M. S.	Norwich.	Geo. Bailey.....	McGrawville.
Stamford J. Gibson, B. S.	Norwich.	C. V. Coon.....	Cortland.
Wm. M. Bennett, A. M.	New Berlin.	Willis Ingalls.....	Marathon.
Chas. Loomis, A. M.	New Berlin.	Lewis H. Tuthill.....	Homer.
Arthur C. Nute.....	Sherburne.	Miles O. Spaulding.....	Preble.
Edwin D. Morgan.....	Smyrna.	Irving S. Sears.....	Truxton.
LaMott Rue.....	Plymouth.	Adell Angree.....	Cuyler.
Fanny E. Miller.....	South Otselic.		
Leon B. Burdick.....	North Pitcher.	DELAWARE.	
W. D. Morse.....	Afton.	Jas. R. Fairgrieve, A. M.	Walton.
F. W. Crumb.....	Bainbridge.	Frank Goreth, A. B.....	Sidney.
Wm. N. Harris.....	Greene.	Lincoln R. Long.....	Hancock.
H. P. Gallinger.....	Oxford.	J. Howard Whitney....	Downsville.
John H. Murray.....	Smithville Flats.	George E. Baxter.....	East Branch.
		William Johnston.....	Croton.
CHEMUNG.		Edgar P. Eaton.....	Masonville.
Peter T. Marshall.....	Horseheads.	Josie D. Gillett.....	Sidney Center.
George H. Kingsbury...	Breeport.	Avery W. Skinner.....	Andes.
Jess S. Kellogg.....	Erin.	Lula Burns.....	Bovina Center.
Timothy T. Fallon.....	VanEtten.	John S. Taylor.....	Davenport.
Edward McKinney.....	Chemung.	Andrew J. Nicoll.....	Delhi.
Anna Huber.....	Pine Valley.	W. D. Graves, Ph. D....	Delhi.
Smith J. Howe.....	Southport.	Webster M. Bouton....	Bloomville.
		Prof. A. A. Lewis.....	Margaretville.
CLINTON.		James T. Brewster.....	Griffins Corners.
James G. Riggs, A. M.,		John T. Smith.....	Roxbury.
<i>Supt</i>	Plattsburgh.	James A. Tooley.....	Stamford.
Helen D. Woodward....	Plattsburgh.		
Sara J. Stewart.....	Plattsburgh.	DUTCHESS.	
M. Kate Sperry.....	Plattsburgh.	Herbert Pinckney.....	Fishkill.
W. H. Phillips.....	Plattsburgh.	G. R. Miller.....	Matteawan.
Alsa E. Ames.....	Plattsburgh.	Edward B. DuMond.....	Fishkill.
Ruth E. Newcomb.....	Plattsburgh.		Glenham.
Mary B. Grierson.....	Plattsburgh.	Eugene S. Haight.....	Matteawan.
Lillian H. Stiles.....	Plattsburgh.	Prof. Samuel Mansfield.	Wappinger Falls.
L. Landers.....	Keeseville.	Jennie F. Hoyt.....	Hughsonville.
Tallmadge Davidson....	Clintonville.	John A. Loope.....	Millerton.
N. S. McCarland.....	Penn.	Philip J. Sherman.....	Wassaic.
Ellen Downs.....	Schuyler Falls.	Nellie E. Guffin.....	Amenia.
May M. Rowell.....	Morrisonville.	David J. Keator.....	Pine Plains.
Myra J. Butler.....	Dannemora.	Sebastian D. Wheeler...	Dover Plains.
Warner J. Morse.....	Lyon Mountain.	William Taft.....	Pawling.
William H. Carr.....	Rouses Point.	Andrew S. Thompson...	Madalin.
Edwin L. Bebee.....	Champlain.		Red Hook.
	Mooers.	Albertus A. Yates.....	Staatsburg.
Charles E. Duffy.....	Altona.	Ada L. Smith.....	Hyde Park.
..... Maneely.....	Ellenburgh Center.	Richard E. Coon.....	New Hamburg.
Herbert W. Kingsbury..	Ellenburgh Depot.	T. S. Barnes.....	Rhinebeck.
Evalena Letson.....	Mooers Forks.	Edward Drake.....	Wappinger Falls.
Sarah E. Morgan.....	West Chazy.	George F. Norton.....	Rhinecliff.
Frank Chisholm.....	Chazy.	William R. Tremper....	Rhinecliff.
		Frank A. Elmore.....	Arlington.
COLUMBIA.		ERIE.	
Charles F. Randall.....	Philmont.	F. J. Diamond, Supt.....	Tonawanda.
H. R. Norton.....	Mellenville.	Orson Warren.....	Akron.
Ezbon A. Smith.....	Germantown.	H. W. Adams.....	Alden.
Charles R. Traver.....	Germantown.	E. A. Parkes.....	Clarence.
N. W. Shed.....	Burden.	George A. Smith.....	Williamsville.
Agnes Rose.....	Hudson.	Burt Farnsworth.....	Lancaster.
T. Frank Niles.....	Spencertown.	Charles Goldsmith.....	East Aurora.
Frederick C. Stanley...	Canaan Four Corn's.	Byron H. Heath.....	Hamburg.
Frank E. Drum.....	New Lebanon.	Charles W. Vandegrift..	Angola.
Chas. Lindsey.....	Chatham Center.	Allen K. Hoag.....	Orchard Park.
Olin B. Sylvester.....	Valatie.	S. J. Sheffield.....	Eden.
Oscar E. Coburn.....	Kinderhook.	Julius H. Gressman....	Lake View.
Benjamin J. Stanton....	Stuyvesant.	Le Roy O. Davis.....	North Collins.
Allen E. Clapper.....	Stuyvesant Falls.	Magdalena Bachmann...	Marilla.
Stanton B. Smith.....	East Chatham.	W. J. Sloane.....	Ebenezer.
Myron W. Thompson...	Stottville.		West Seneca.
Richard W. Evans.....	Hillsdale.	Sr. M. Aquinas.....	West Seneca.
Sarah L. Dennis.....	Ghent.	Robert W. Hughes.....	Springville.
Mary Scott.....	Niverville.	Ira H. Vail.....	Colden.
Frank H. Wood.....	Chatham.		

LIST OF SUPERINTENDENTS AND PRINCIPALS — (*Concluded*).

COUNTY AND NAME.	Post-office address.	COUNTY AND NAME.	Post-office address.
ERIE — (Continued).		GREENE — (Continued).	
Ira Livermore.....	Collins Centre.	Anna C. Spoor.....	Coxsackie.
R. Avery Parsons.....	Collins.	A. A. Finger.....	West Coxsackie.
Louis L. Shore.....	North Collins.	O. B. Baldwin.....	Windham.
Frank B. Wilber.....	Holland.	Glavis A. Snyder.....	Prattsville.
William Pierce.....	Sardinia.		
ESSEX.		HAMILTON.	
H. D. Hoffnagle, A. B....	Elizabethtown.	Miss Chloe Olmstead....	Long Lake.
Benjamin C. Miner.....	Essex.	Mrs. L. W. Beattie.....	Indian Lake.
Wm. B. Richmond.....	Ausable Forks.	Robert Shaw.....	Long Lake.
W. Almon Andrews.....	Lake Placid.	George Morehouse.....	Indian Lake.
Daniel Tomlinson.....	Bloomingtondale.		
W. A. Russell.....	Keene Valley.	HERKIMER.	
D. Newell Boynton.....	Upper Jay.	Judson I. Wood, A. B....	Ilion.
Prof. L. L. Landers.....	Keeseville.	Wayland E. Stearns, A. M.	Mohawk.
Prof. Ezra W. Benedict..	Willsborough.	Alden Jesse Merrill, A. B.	West Winfield.
Frank B. Bruce.....	Jay.	Willis L. Weeden, A. B..	Frankfort.
E. J. Owens, A. M.....	Ticonderoga.	Thos. A. Caswell, <i>Supt.</i> ..	Little Falls.
P. F. Burke, A. B.....	Port Henry.	Marcellus Oakey.....	Little Falls.
F. V. Lester, A. B.....	Westport.	John K. Abrams.....	Little Falls.
E. R. Race.....	Crown Point.	James F. Steward.....	Little Falls.
C. Keller.....	Mineville.	Abram G. Miller.....	Herkimer.
L. R. Bowdish.....	Schroon Lake.	James Eggenburger.....	Dolgeville.
W. G. Wallace.....	Crown Point Center.	Ab-am B. Crisse.....	Middleville.
Lucy Holcomb.....	Moriah Center.	W. H. Cone.....	Newport.
		E. E. Whittemore.....	Poland.
		V. K. Barker.....	Cold Brook.
			Salisbury Centre.
FRANKLIN.		JEFFERSON.	
Sarah L. Perry, A. M....	Malone.	Charles A. Shaver.....	Clayton.
E. D. Merriman, A. B....	Malone.	Howlett R. Smith.....	Cape Vincent.
Edward L. Stevens, A. M	Chateaugay.	Eugene N. McKinley....	Three-Mile Bay.
Harlan Godard.....	Saranac Lake.	Wm. J. Linnell.....	Chaumont.
Lester W. Ward.....	Fort Covington.	Charles M. Pierce.....	LaFargeville.
C. V. Donovan.....	East Constable.	Philip S. Slate.....	Depauville.
A. A. Woodard.....	Moir.	Wilbur Phillips.....	Brownville.
Wm. V. Clemons.....	North Bangor.	Albert D. VanAllen.....	Dexter.
Alex. McDonald.....	St. Regis Falls.	Everett A. Chick.....	Sacketts Harbor.
Patrick S. Daly.....	Bombay.	Cora A. Littlefield.....	Henderson.
James L. Dunn.....	Bangor.	Mary M. Mitchell.....	Adams.
Sarah L. Aldrich.....	Brushton.	C. J. Sargent.....	Adams Centre.
Anna L. Carroll.....	Brandon.	F. M. Littlefield.....	Belleville.
Carrie Taggett.....	Dickinson Center.	A. J. Montague.....	Ellisburg.
		M. D. Green.....	Evans Mills.
FULTON.		May Blake.....	Black River.
Wm. S. Snyder, <i>Supt.</i>	Johnstown.	E. M. Bullock.....	Lorraine.
Bert C. Van Ingen.....	Northville.	F. H. Lewis.....	Mannsville.
W. Fernando Hill.....	Broadalbin.	E. D. Coon.....	Pierrepont Manor.
Nettie Phillips.....	Stratford.	Wm. Herrick.....	Rodman.
		B. G. Pooler.....	Smithville.
GENESEE.		Lottie Clarke.....	Woodville.
John Kennedy, <i>Supt.</i>	Batavia.	J. H. Christie.....	Alexandria Bay.
Emma Henderson.....	LeRoy.	John T. Delaney.....	Redwood.
Daniel B. Albert.....	Bergen.	Winona Carver.....	Plessis.
J. A. McArthur.....	Corfu.	D. D. T. Marshall.....	Theresa.
Henry I. Barber.....	Oatsfield.	Fred M. VanCamp.....	Theresa.
Jesse L. Walthart.....	Alexander.	E. C. Ryan.....	Philadelphia.
Joel A. Loveridge.....	Elba.	B. W. Alverson.....	Antwerp.
Ella K. Avery.....	Pavilion.	Wm. F. McCormick.....	Ox Bow.
James A. North.....	Stafford.	Ella B. Foote.....	Spragueville.
Hattie J. Knowlton.....	Morganville.	M. F. Perry.....	Carthage.
Willis S. Trick.....	South Byron.	Loella Byrns.....	Natural Bridge.
A. H. Wainman.....	East Pembroke.	George E. Kelley.....	Carthage.
Charles H. Stevens.....	Byron.	Charles D. Pitcher.....	Felts Mills.
GREENE.		KINGS.	
Edward S. Harris, A. M.	Catskill.	Jeremiah Townsend.....	Flatbush.
Mabel Doolittle.....	Catskill.	James I. Morey.....	Parkville.
Louise Hull.....	Catskill.	A. J. Hannas.....	Windsor Ter. B'k'n.
Willard M. Whitney.....	Athens.	Moses Becker, Jr.....	Flatlands.
Orrin Q. Flint.....	Athens.	Spencer A. Wallace.....	Canarsie.
Willard M. Van Dyck...	Cairo.	Miss P. L. Tice.....	Canarsie.
Josephine Corbin.....	Hunter.	John F. Harris.....	Gravesend.
John G. Leipold.....	Tannersville.		
George W. Fairgrieve...	Coxsackie.		

LIST OF SUPERINTENDENTS AND PRINCIPALS — (*Continued*).

COUNTY AND NAME.	Post-office address.	COUNTY AND NAME.	Post-office address.
KINGS — (<i>Continued</i>).		MONROE.	
John R. Smith	Gravesend Beach.	E. J. Howe	Webster.
Miss C. A. Cox	Sheepshead Bay.	Chauncey Fuller, Jr.	West Webster.
G. O. Tappen	Sheepshead Bay.	Rose E. Gibbons	Penfield.
Thomas P. Ryan	Woodlawn	John Brasser	Irondequoit.
Michael P. Ryan	Coney Island.	May E. King	Rochester.
James M. Edsall	VanPelt Manor.	Belle W. Schauck	Rochester.
Wesley W. Smith	Bay Ridge.	John V. Swarthout	Brighton.
Frank M. Bogert	Blythebourne.	Carolyn L. Sage	Rochester.
G. B. Hendrickson	Ft. Hamilton.	Anna Kidder	East Henrietta.
		A. J. Gray	West Henrietta.
LEWIS.		W. C. Taugle	Rush.
.....	Port Leyden.	Charles F. Walker	Honeoye.
Wm. H. Steegar	Constableville.	Elmer G. Frail	Fairport.
Frank J. Barnes	Turin.	Farley J. Withington	Pittsford.
Wesley G. Knowlton	Glendale.	James Fraser	Rochester.
Helen M. Seymour	Lyons Falls.	John Greene	Clifton.
W. Jay Andrews	Port Leyden.	William H. Clark	Clarkson.
Henry G. Grubel	West Leyden.	Helen Blodgett	Rochester.
Fred A. Walker	Copenhagen.	S. Adella Pratt	Gates
Arthur W. Johnson	Lowville.	Edward J. Manley	Charlotte.
Helen M. Arthur	Lowville.	A. C. Miller	Spencerport.
Lena E. Barber	Harrisville.	Phebe C. Palmer	Brockport.
Peter E. Gilligan	Beaver Falls.	S. H. Burnett, A. B.	North Parma.
Jessie L. Pettys	New Bremer.	Nicholas Lee	Churchville.
Leland H. Stamford	Deer River.	Kate Casey	Brockport.
		Eliza Knowles	Brockport.
		Estella Burlingame	Brockport.
		Frank H. Brown	Scottsville.
		John DeCamp	Mumford.
LIVINGSTON.		MONTGOMERY.	
Geo. Cullings	Linwood.	J. W. Kimball	Amsterdam.
Charles S. Williams	Livonia.	J. G. Serviss, Ph. B.	Amsterdam.
Sister M. Prudenton	Lima.	S. McK. Smith	Canajoharie.
Albert Stearns	Lima.	R. H. Bellows	Fort Plain.
May E. Hunt	North Bloomfield.	Frank Yale Adams, B. A. .	St. Johnsville.
Reuben J. Wallace	Avon.	H. E. Bolton	Fultonville.
J. M. Whitenack	Geneseo.	George H. Hoxie, B. A. .	Palatine Bridge.
Ara Wilkinson	Caledonia.	Charles A. Coon	Fonda.
John DeCamp	Mumford.	R. S. Roulston	Rockton.
Louis Barber	Rush.	James Baird	Amsterdam.
Florence McDonald	So. Livonia.	O. Nelson Dresley	Nelliston.
DeWitt Wallace	Cuylerville.	William H. Barkley	Fort Hunter.
W. G. Carmer	Danville.	Arthur Snyder	Hagamans.
W. M. Robinson	Nunda.		
Arthur M. Curtis	Mt. Morris.	NIAGARA.	
Heman Miller	Scottsburg.	Clinton S. Marsh, <i>Supt.</i> ..	North Tonawanda.
W. G. Walker	Dalton.	Frank J. Beardsley	North Tonawanda.
G. G. Scott	Springwater.	Eugene Hughey	Middleport.
		Hiram C. Hustleby	Wilson.
MADISON.		Mary E. Walsh	Sanborn.
Coyle Tracy	Cazenovia.	Elmer L. Manison	Lewiston.
Gilbert Wright	New Woodstock.	Mabel Saxton	Pekin.
Prof. Geo. H. Ottoway ..	Canastota.	William H. Daley	LaSalle.
Prof. F. W. Jennings ..	Oneida.	Mame Pease	Youngstown.
Prof. H. H. Douglas	Oneida.	Katie O'Malley	Olcott.
Ernest Williams	Stockbridge.	Frank V. Putnam	Somerset.
A. E. Post	Munnsville.	Mary O'Malley	Barkers.
R. O. Cook	Bridgeport.	Nellie Cozzens	West Somerset.
N. P. Avery	Chittanooga.	Ella Coleman	Newfane.
		Robert A. Taylor	Suspension Bridge.
MADISON.		Thomas B. Lovell	Suspension Bridge.
C. H. Van Tuyl	Hamilton.		
Miss Maud E. Antisdel ..	Earlville.	ONEIDA.	
John Coleman	Madison.	E. R. Adams	Vernon.
Dwight Williams	Morrisville.	Thomas E. Hayden	Waterville.
Charles E. Osborne	Brookfield.	Walter S. Knowlson	Clinton.
Edward J. Bonner	North Brookfield.	E. E. Edgerton	Clayville.
Ernest E. Hinman	Leonardsville.	Cortez L. Bailey	Clinton.
George W. Lang	DeRuyter.	R. Johnson	Oriskany Falls.
Charles G. Allen	Eaton.	Herbert G. Babcock	Oneida Castle.
Miss Frances I. Switzer ..	West Eaton.	Bertha Vincent	Clarks Mills.
Allen H. Wright	Bouckville.	Jennie S. Belle	Sauquoit.
Will H. Shattuck	Erieville.		
Henry C. Ensign	Georgetown.		

LIST OF SUPERINTENDENTS AND PRINCIPALS — (*Continued*).

COUNTY AND NAME.	Post-office address.	COUNTY AND NAME.	Post-office address.
ONEIDA — (<i>Continued</i>).		ORANGE.	
Grace Brown	Westmoreland.	John H. Burrows	Washingtonville.
Frank W. French	Augusta.	Nathan B. Chase	Cornwall-on-Hud.
William H. Wheeler	Knoxboro.	John W. Cook	Middle Hope
Charles H. Warfield	Boonville.	Edwin Cornell	Highland Mills.
J. C. Snyder	Holland Patent.	Jerome Denna	Highland Falls.
W. C. Goodwin	Westernville.	DeWitt C. Dominick	Walden.
R. C. Schermerhorn	Lee Centre.	Orville Eichenberg	Monroe.
G. N. White	Remsen.	Benjamin B. Foley	Newburgh.
D. D. VanAllen, A. M. ..	Camden.	Reuben Fraser	Montgomery.
Fred Swansen	West Camden.	John J. Jenkins	Cornwall
D. J. Covell	New London.	Jennie Mitchell	Newburgh.
O. J. Houghton	North Bay.	E. May Odell	Turners
C. F. Roberts	Durhamville.	.....	Central Valley.
W. A. Lane	Whitesboro.	Anna D. Thayer	Burnside.
A. M. Scripture, A. M. ..	New Hartford.	J. M. Dolph, A. M., <i>Supt.</i>	Port Jervis.
R. W. Huffman	Oriskany.	James F. Futhill, <i>Supt.</i> ..	Middletown.
L. G. Waufol	New York Mills.	Joseph T. Tracy	Goshen.
W. L. Rowlands	New York Mills.	Frank Wilson	Chester.
Harriett Mitter	Yorkville.	Edwin H. Bugbee	Port Jervis.
Margaret C. Smith	Chadwicks.	William A. Wilson	Middletown.
Flora Burkhart	Stittsville.	S. W. Hoffman	Warwick.
ONONDAGA.		John W. Wiseman	Bellvale.
A. W. Emerson	Baldwinsville.	W. D. Moulton	Unionville.
W. S. Lattimer	Jordan.	Sanford A. Cartright	Westtown.
H. Reed	Liverpool.	S. E. DuBois	Sparrow Bush.
Morrah M. Morgan	Camillus.	Geo. W. Jamison	Pine Bush.
H. E. Grant	Syracuse.	John H. DeWitt	Tri-States.
I. W. Spencer	Euclid.	William P. Kaufman	Otisville.
Alva Palmer	Belgium.	ORLEANS.	
J. W. Hooper	Fairmount.	F. A. Greene, A. M., <i>Supt.</i>	Albion.
.....	Warners.	Chas. A. Hamilton, A. M.	Albion.
C. H. Taylor	Memphis.	A. W. Behrend	Waterport.
O. D. Esten	Elbridge.	D. S. St. John	Clarendon.
Hattie Spingler	Hard Lot.	Herbert A. West	Shelley Centre.
DeWitt Dunham	Plainville.	Aaron S. Budd	Hulberton.
Carrie M. Peet	East Syracuse.	Henry Pease	Medina.
Frank J. House	Fayetteville.	John Filer	Knowlesville.
E. A. Winchell	Manlius.	Homer Thompson	Millville.
Wm. R. Alsever	Cicero.	Edson L. Moore	Lyndonville.
Noah Leonard	Brewerton.	OSWEGO.	
Jacob L. Wright	Manlius Station.	Byron G. Clapp	Fulton.
Charles H. Armstrong ..	Jamesville.	Daniel Mehegan, Jr.	Oswego Falls.
E. E. McDowell	Lafayette.	Eleanor A. Gomon	Fulton.
C. R. Drum	Fabius.	Arthur W. Gifford	Oswego Centre.
H. Frank Miner, A. M. ...	Skaneateles.	Mary G. Hompe	Minetto.
David H. Cook, A. B.	Onondaga Valley.	Heuse T. Skerritt	Hannibal.
Mathew I. Hunt	Marcellus.	Jane Talmage	Hannibal Centre.
Wm. E. Stillwell	Tully.	Thomas O. Youngs	New Haven.
John J. Jewell	Elmwood Park.	Aro Dyke	Phoenix.
W. Hoyt North	Onondaga.	W. F. Canough	Parish.
Daniel H. Pickney	South Onondaga.	A. G. Bugbee	Central Parish.
Satie Carroll	Mottville.	W. J. Somers	Cleveland.
May Ranny	Marcellus Falls.	W. D. Rhines	Constantia.
ONTARIO.		H. J. Smith	Caughdenoy.
Wm. H. Truesdale, <i>Supt</i>	Geneva.	T. D. Blye	Bernhards Bay.
D. D. Edgerton, A. M. ...	Phelps.	Fred B. Rich	Sand Bank.
John H. Stephens	Clifton Springs.	Kittie I. Hewitt	Mexico.
H. C. Hewes	Shortsville.	Mabel F. Ames	Mexico.
Walter G. Throop	Port Gibson.	Alice M. Bard	Mexico.
Wm. McClelland	Port Gibson.	Maude M. Varney	Orwell.
Harry S. Taylor	Clifton Springs.	Emily C. Williams	Redfield.
Herbert G. Foster	Seneca Castle.	Sylvester R. Shear	Pulaski.
Lulu L. Craft	Gorham.	Nora Austin	Richland.
Wm. H. Thacher	Gorham.	R. H. Snyder, A. B.	Sandy Creek.
Wm. N. Greene	Gorham.	Roscoe Sargent	Williamstown.
Albert Harris	Reeds Corners.	OTSEGO.	
Dr. Henry L. Taylor	Canandaigua.	Nathaniel N. Bull, <i>Supt.</i>	Oneonta.
Arthur E. Neeley	East Bloomfield.	George K. Hinds	Burlington Flats.
Lawrence A. Toepp	Honeoye.	Frank H. Wilcox	Butternuts.
Burr W. Mosher	Naples.	Charles E. Ross	Edmeston.
George Ray Wicker	Victor.		
Levi N. Beebe	West Bloomfield.		

LIST OF SUPERINTENDENTS AND PRINCIPALS — (*Continued*).

COUNTY AND NAME.	Post-office address.	COUNTY AND NAME.	Post-office address.
OTSEGO — (<i>Continued</i>).		QUEENS — (<i>Continued</i>).	
J. Boyd England.....	Hartwick.	A. C. Almy.....	Hempstead.
Eugene G. Putnam.....	Laurens.	Annie E. Hull.....	Brooklyn.
Herbert W. Scott.....	Mt. Vision.	Leonora A. Bed-ll.....	Hempstead.
Charles A. Butler.....	Milford.	Sarah Mahaffy.....	Corona.
Edson Fuller.....	Portlandville.	Miss J. B. Scouler.....	Merrick.
Willard D. Johnson.....	Morris.	Maurice I. Jewell.....	Newtown.
Elmer E. Arnold.....	Garrattsville.	Carrie B. Fish.....	Bellmore.
Edward E. Beals.....	Oneonta.	O. E. Shaul.....	Oceanus.
Dennis J. Kilkeny.....	West Oneonta.	Ida Ward.....	Seaford.
Wellington D. Ives.....	Otego.	E. A. Cook.....	Floral Park.
F. M. Westfall.....	Unadilla.	Corodon Norton.....	Bellmore.
J. A. Bassett.....	Richfield Springs.	E. S. Redman.....	Rockville Centre.
Strong Comstock.....	Cooperstown.	Emma Wygant.....	Freeport.
Floyd S. Lowell.....	Schenevus.	H. F. Albro.....	Pearsalls.
L. J. Burt.....	East Worcester.	Charles W. Oley.....	Freeport.
Henry L. Tipple.....	Worcester.	Thaddeus S. Wells.....	Springland.
Clarence Coons.....	Maryland.	William M. Fort.....	Baldwins.
Clarence G. Eldred.....	Schuylers Lake.	Loron M. Burdick.....	Far Rockaway.
S. H. Lyman.....	Cherry Valley.	George H. Brooks.....	Oceanside.
Everett J. Best.....	Middlefield.	Ada L. Wentworth.....	Floral Park.
Seward Wickoff.....	Springfield Center.	William M. Gilmore.....	Valley Stream.
Eliza Ferguson.....	Cooperstown.	Fred DeL. King.....	Lawrence Station.
		Leslie Smith.....	Far Rockaway.
PUTNAM.		RENSSELAER.	
H. S. Purdy.....	Brewster.	R. Woodley Wickham..	Greenbush.
M. S. Bennett.....	Cold Spring.	Louis F. Robins.....	East Albany.
Henry Peck.....	Carmel.	George H. Quay.....	Bath-on-the-Hudson
F. A. Hopkins.....	Carmel.	Byron Mansfield.....	Castleton.
G. Barnum.....	Nelsonville.	Charles R. Miller.....	Best.
Farley Ricket.....	Garrison.	Charles B. Marrin.....	North Nassau.
Malcom Thomas.....	Patterson.	Mary A. Riley.....	Albany.
		D. Aaron Hogeboom....	North Nassau.
QUEENS.		George D. Barrington...	Troy.
W. C. Ingalls, <i>Supt.</i>	Flushing.	J. Willis Knickerbocker.	Schodack Landing.
Mary L. Lyles, <i>Supt.</i>	College Point.	George F. Sawyer.....	Lansingburgh.
Wm. N. Hill.....	Glenwood Landing.	Arthur G. Clement.....	Hoosick Falls.
Alfred V. B. Howell....	Locust Valley.	G. T. Cull.....	Schaghticoke.
DeForest A. Preston... .	Glen Cove.	Sarah M. Stoughton....	Lansingburgh.
Cora M. Gurley.....	Bayville.	F. D. Mosher.....	Eagle Bridge.
Warren F. Hannas.....	Farmingdale.	Eliza J. Curry.....	Lansingburgh.
Wm. A. Miller.....	Oyster Bay.	Mrs. C. W. Waters.....	Lansingburgh.
Sarah C. Provost.....	Oyster Bay.	E. Cora Reed.....	Lansingburgh.
Mary L. H. Borland....	Cold Spring Harbor.	Kate E. Smith.....	Lansingburgh.
E. Louise Newman.....	Jericho.	Nina Oliver.....	Lansingburgh.
Lewis H. Allen.....	Hicksville.	Florence A. Morse.....	Lansingburgh.
Mary L. Tompkins.....	East Norwich.	Margaret E. Kling.....	Lansingburgh.
Willard E. Jones.....	Sea Cliff.	Mary C. Colburn.....	Lansingburgh.
Mary J. McHench.....	Westbury Station.	Helen H. Comstock....	Lansingburgh.
Simon D. Replogle.....	Roslyn.	Laura J. Brush.....	Centre Brunswick.
Matilda M. Robinson....	Roslyn.	Homer Melding.....	Eagle Mills.
Herbert Smith.....	Port Washington.	J. W. Wood.....	Eagle Mills.
John T. Charles.....	Manhasset.	Elmer H. Morse.....	Pittstown.
James W. Jacobus.....	Great Neck.		
May F. Armstrong.....	Mineola.	RICHMOND.	
Anna Brett.....	Little Neck.	M. A. Macdonald.....	New Brighton.
F. K. Montfort.....	Bayside.	John H. Ryan.....	West Brighton.
Wm. N. Peck.....	Whitestone.	A. Hall Burdick.....	Stapleton.
Cyrus E. Smith.....	Woodhaven.	O. H. Hoag.....	Port Richmond.
William J. Kirkpatrick.	Glendale.	C. W. Sutherland.....	Castleton Corners.
William J. Ballard.....	Jamaica.	John J. Driscoll.....	New Brighton.
E. A. Campbell.....	Corona.	Charles F. Simons.....	Stapleton.
Mary R. Gale.....	Jamaica.	Lewis F. Denton.....	Linoleumville.
Homer F. Candee.....	Winfield Junction.	Timothy F. Donovan....	Port Richmond.
Addison J. Wells.....	Springland.	C. V. Boughton.....	Mariners Harbor.
Theophilus Johnson....	Woodside.	George W. Robinson....	Rosebank.
Miss S. E. Thorne.....	Jamaica.	J. W. Barris.....	Tompkinsville.
W. H. Dumond.....	Evergreen.	Byron J. Field.....	Stapleton.
Miss Alma Huey.....	Jamaica.	George W. Dickinson...	Stapleton.
James Cullen.....	Middle Village.	C. W. Randolph.....	Greatkills.
Hambly P. Orchard....	Richmond Hill.	Gould J. Jennings.....	Princes Bay.
Arthur C. Mitchell.....	Maspeth.	N. J. Lowe.....	Tottenville.
Jane I. Seely.....	Richmond Hill.		
Edward J. Bourke.....	Laurel Hill.		

LIST OF SUPERINTENDENTS AND PRINCIPALS — (Continued).

COUNTY AND NAME.	Post-office address.	COUNTY AND NAME.	Post-office address.
ROCKLAND.		SCHENECTADY.	
Ira H. Lawton	Nyack.	Joseph W. Moule	Scotia.
John C. Heyn	Sparkill.	Wm. J. Becker	Rotterdam Junc.
Andrew Jersey	Piermond.	Frank B. Hess	Quaker Street.
Emma Comesky	Tappan.	Erwin B. Billings	Delanson.
Emory Rikens	Nanuet.	Frances A. Underhill	Schenectady.
N. P. Fisher	Mont Moor.	Jessie S. Horstmann	Schenectady.
Joseph K. Wiles	New City.	Lizzie J. Webber	Schenectady.
Edna Brickel	New City.		
N. T. Banks Johnson ..	Nyack.	SCHOHARIE.	
L. O. Markham	Haverstraw.	.....	Middleburgh.
W. H. Wilcox	Garnersville.	Solomon Sias	Schoharie.
Minnie A. Phillips	Garnersville.	A. S. Claffin	Central Bridge.
John Gibbs	Spring Valley.	Wm. Millias	Howe's Cave.
A. S. Bush	Suffern.	Leonard Mattice	Gallupville.
Henry G. Knapp	Sloatsburg.	Grace Haydock	Gilboa.
L. E. Porter	Hillburn.	Carrie Jones	Esperance.
Ernest Williams	Stony Point.	W. H. Ryan, Ph. B.	Cobleskill.
S. G. Firman	Tompkins Corners.	Charles W. Allen	Sharon Springs.
John W. Corey	Stony Point.	Ulysses G. Bates	Richmondville.
		Edmond Shafer	Barnerville.
		Ex-Comm'r J. H. Mann.	West Fulton.
		Merron Lewis	Breakabeen.
		Grant L. Bice	Fultonham.
		Lynn Hallock	Jefferson.
		Milo D. Herron	Cobleskill.
		Hiram D. Haner	Charlotteville.
ST. LAWRENCE.		SCHUYLER.	
Fred C. Foster, A. M. ...	Canton.	Samuel S. Johnson	Watkins.
B. S. O'Neill	Colton.	John Probes	Burdett.
W. E. Andrews	So. Colton.	Ed. W. Updike	Waterburg.
Mary McFerran	Edwards.	J. B. Fish	Bennettsbury.
H. D. Hall	Hermon.	Herbert C. Jeffers	Havana.
Bertha L. Sheldon	Lisbon Centre.	Watson Sargeant	Tyrone.
E. L. Hockridge	Madrid.	M. Alice Bailey	Odesa.
Charles Richardson	Russell.	F. Belle Lyon	Catherine.
W. H. Kinney	Morley.		
A. H. Wiggins	Rensselaer Falls.	SENECA.	
J. W. Rutherford	Waddington.	Thomas C. Wilbur	Waterloo.
Edwin F. McDonald	Norwood.	William Bumpus	Waterloo.
Michael H. Kinsley	Massena.	J. Reed Snyder	Waterloo.
William Adams	Winthrop.	Lewis H. Clark, Jr.	Ovid.
George Atter	North Lawrence.	Charles I. VanLeu	Lodi.
John F. O'Brien	Louisville.	William H. Good	Farmer.
Fred Smith	Helena.	George M. Ely	Romulus.
Frank M. Dana	Lawrenceville.	Elizabeth Shaughnessy ..	Willard.
Timothy Crowley	Ft. Jackson.	Frank S. Porter	Seneca Falls.
A. B. Carburn	Nicholville.		
John Finnegan	Parishville.	STEUBEN.	
John C. Bliss, A. B.	Gouverneur.	Leigh R. Hunt, Ph. D. ...	Corning.
Horatio P. Baum	Richville.	D. A. Blakeslee, A. M. ...	Addison.
E. W. Ensign	Heuvelton.	Alvin G. Pierce, A. M. ...	Painted Post.
C. B. Avery	Morristown.	George Holmes	Woodhull.
Jas. K. Young	Hammond.	Levi R. Tubbs	Gibson.
Alice Trumbull	Hallesborough.	Charles J. Starnes	Lindley.
Clarence J. Austin	Fowler.	Amanda Kimball	Coopers Plains.
Clarence Swan	Fine.	Frances Richardson	Cameron.
John C. Halstead	De Kalb Junction.	Durward L. Razey	Corning.
Chas. Bulson	De Kalb.	L. M. Rose	Cameron Mills.
Cathie M. Leary	Natural Dam.	L. D. Miller, Ph. D.	Bath.
		C. B. Miller, A. M.	Prattsburgh.
		E. A. Rhodes, A. M.	Hammondsport.
		Milton E. Gibbs	Wayland.
		Myron C. Plough	North Cohocton.
		E. E. McDowell	Wallace.
		William W. Miller	Avoca.
		Ernest Cole	Kanona.
		Miss Minnie Newell	Campbell.
		Miss Jennie Pooley	Curtis.
		Loren S. Minckley	Bradford.
		William A. McConnell ..	Pulteney.
		Herbert Emerson	Rheims.
		G. H. Guinnip	Cohocton.
SARATOGA.			
Miss Mattie J. Cook	Waterford.		
Lyman B. Blakeman	Mechanicville.		
Willis N. Hinman	Stillwater.		
Horace H. Southwick	Ballston Spa.		
William B. Wells	Galway.		
Henry H. Kendall	Saratoga Spa.		
William Franklin	Saratoga Spa.		
Oliver B. Kipp	Saratoga Spa.		
J. Mac Smith	Saratoga Spa.		
Margaret Berrigan	Saratoga Spa.		
James Kelly	South Glens Falls.		
A. M. Hollister	Corinth.		
Mary Jordan	Batchellerville.		
O. H. Burritt, A. M.	Schuylerville.		
Elmer Myers	Conklingville.		
Thomas R. Kneil, A. M. :	Saratoga Spa.		

LIST OF SUPERINTENDENTS AND PRINCIPALS — (*Continued*).

COUNTY AND NAME.	Post-office address.	COUNTY AND NAME.	Post office address.
STEUBEN — (Continued).		TIOGA — (Continued).	
A. O. Tucker.....	Savona.	Philip M. Hull, A. M....	Waverly.
W. R. Prentice, <i>Supt.</i>	Hornellsville.	Chester G. Sanford	Candor.
J. B. Hargrave.....	Canisteo.	Frederick P. Webster...	Newark Valley.
L. M. Sackett.....	Arkport.	Irving F. Stetler.....	Nichols.
Frank Sanford	Greenwood.	Oscar Granger	Tioga Centre.
E. D. Hamlin.....	Jasper.	Arthur E. Belden	Berkshire.
.....	Troupsburg.	Lewis H. Carris.....	Apalachin.
A. D. Miller.....	Howard.	William P. Woods	Richford.
SUFFOLK.		John H. Bensley	Barton.
Well'n E. Gordon, Pd. D.	Patchogue.	Foeman E. Whitcomb ..	Lockwood.
Chas. J. Jennings, A. B.	Huntington.	Kate Madden.....	Smithboro.
Fred H. Lane	Babylon.	TOMPKINS.	
George P. Armstrong...	Sayville.	O. W. Wood	Groton.
Enos S. Wood	Bay Shore.	M. J. Fletcher	Dryden.
Frank Sincerbeaux.....	Port Jefferson.	G. B. Sickmore	Freeville.
Robert E. Davies.....	Islip.	Abigail Tobey.....	Brookton.
Charles Carpenter.....	East Islip.	C. O. Drake.....	Etna.
Claude A. Duvall	Northport.	J. Vunk.....	McLean.
Egbert H. Hulse	Amityville.	Susan Church.....	Slaterville.
George Zoellner.....	Lindenhurst.	E. E. Scribner	Trumansburgh
Millard H. Packer	Bayport.	Amanda Smith.....	Jacksonville.
George H. Hawkins.....	East Setauket.	C. F. Place.....	Newfield.
Mertice Benedict.....	Centreport.	A. J. Titus.....	West Danby.
Elizabeth A. Hallock....	Northport.	ULSTER.	
John W. Roe.....	Cold Spring Harb.	F. A. Woodward, A. M..	Ellenville.
Ella M. H. Wightman ..	Bohemia.	Corra I. Hill.....	Ellenville.
George H. Heald.....	Stony Brook.	Mattie Grant	Ellenville.
Omar Baumes.....	Setauket.	Chas. H. Anthony	Napanoch.
Fred. N. Meeker.....	Blue Point.	Vianna Furman	Ellenville.
Mrs. Lizzie D. Rose.....	Port Jefferson.	John W. Gillett	Kerhonkson.
Jesse Johnson.....	Brookhaven.	Chas. O. DuBois.....	Accord.
Lester G. Collins ..	East Moriches.	Chas. Sitzler.....	West Shokan.
H. W. English	Centre Moriches.	John W. Bishop.....	Shokan.
Wilbur Strong.....	St. James.	Edwin P. Wood	Woodstock.
Omar Baumes.....	Stony Brook.	Edmund D. Warren	Shandaken.
W. H. Story	Riverhead.	Peter Strickler	Pine Hill.
Elmer J. Thompson....	Mattituck.	J. Irving Harkness.....	Phoenicia.
J. C. Newton	Mattituck.	Charles M. Ryon, <i>Supt.</i> ..	Kingston.
S. S. Shaw	Southold.	Henry W. Callahan, A.M.	Kingston.
Carring'n R. Stiles, A.M	Greenport.	Franklin P. Coons.....	Kingston.
C. H. Kernan	Orient.	Henry D. Darrow.	Kingston.
Calvin J. Clark.....	Shelter Island.	William E. Mower.....	Kingston.
J. B. Stocking	Amagansett.	John D. Murphy.....	Kingston.
Willard S. French.....	East Hampton.	William E. Bunten, A. M.	Rondout.
Mrs. Anna C. Rose.....	Bridgehampton.	Henry Powers.....	Rondout.
Miss Anna A. Rogers....	Bridgehampton.	Egbert Lewis.....	Rondout.
J. J. Harrison, A. M....	Sag Harbor.	Anna J. Dunne.....	Rondout.
F. A. Johnson	Southampton.	Fred N. Moulton.....	Saugerties.
W. Hill.....	Good Ground.	Charles W. Townsend ...	Glasco.
E. A. Fuller	Good Ground.	Christian F. Carnwright.	Malden.
Miss Elizabeth Burnette.	W. Hampton Beach.	Ambrose Lyons	Rondout.
SULLIVAN.		George S. Meyer.....	Quarryville.
O. Montrose.....	Monticello.	Melvin G. Rhodes.....	Fly Mountain.
Fred J. Hoyt.....	Barryville.	Ophelia Riseley.....	West Hurley.
George D. Scott.....	Wurtsboro.	A. Eugene Herrick.....	East Kingston.
David S. Strong.....	Bloomingburg.	Mary E. Fresn.....	Rondout.
William Westfall.....	Phillipsport.	Edward F. Baldwin.....	High Falls.
Fred Drake.....	Callicoon Depot.	Annie L. Onslow.....	Stone Ridge.
Franklin Kinne.....	Narrowsburg.	Charles V. Ryon.....	Rosendale.
Rufus C. Malthy.....	Callicoon.	Howard F. VanBuren...	Whiteport.
Joseph Taylor.....	Callicoon.	William J. Lennon	Creek Locks.
A. W. Blumburg.....	Fremont.	Patrick H. Cullen	Lefever Falls.
A. W. Abrams	Liberty.	Wilson R. Failing	Binnewater.
.....	Rockland.	William A. Hearn.....	Connelly.
James Hall.....	Rockland.	Ellen G. Keane.....	Port Ewen.
Libbie Sprague.....	Rockland.	Frank F. Gray	Port Ewen.
TIOGA.		Earl Stone.....	Highland.
Edwin P. Recordon	Owego.	Frederick Coddington...	Milton.
Ezra J. Peck, A. M.....	Owego.	Peter N. Mitchell.....	Marlboro.
Samuel K. Marsh, A. M.	Spencer.	Luenda Gregory.....	Clintondale.
		Albert J. Appleby.....	Wallkill.
			Milton.

LIST OF SUPERINTENDENTS AND PRINCIPALS — (*Continued*).

COUNTY AND NAME.	Post-office address.	COUNTY AND NAME.	Post-office address.
WARREN.		WESTCHESTER--(<i>Cont'd</i>)	
Sherman Williams	Glens Falls.	Isaac E. Young.....	New Rochelle.
R. C. Record.....	Warrensburgh.	John C. Rockwell.....	Portchester.
John Gick.....	Luzerne.	Fred C. Bellows.....	Mamaroneck.
William Owens.....	Chestertown.	Samuel J. Preston, A.M.	Mamaroneck.
May Gillingham.....	Lake George.	Frank Ward.....	City Island.
		John S. Sprague	Rye.
WASHINGTON.		Isaac C. Hill	Pelhamville.
W. W. Howe.....	Whitehall.	William J. Millar.....	Eastchester.
Miss F. A. Tefft.....	Sandy Hill.	Miss Charlotte Cowler...	Pelham Manor.
.....	Middle Granville.	John T. Quigley.....	Tuckahoe.
E. A. Blair.....	Fort Ann.	Rebecca Young.....	Tuckahoe.
J. H. Higley.....	Smiths Basin.	Mary Young.....	Tuckahoe.
James G. Hunt	Argyle.	Charles E. Nichols	Mount Vernon.
James E. Potter	Cambridge.	Michael E. Devlin.....	Westchester.
Frank D. Russell.....	Fort Edward.	Phil. O'Ryan	Westchester.
Clayton L. Morey.....	Greenwich.	E. C. Wheeler.....	Westchester.
Wilder B. Harding.....	Shushan.	Theresa M. Cahill.....	Westchester.
Anna F. Robertson	Thompsons Mills.	Wm. H. H. Dunn.....	Williamsbridge.
Mattie J. Houghton.....	Middle Falls.	George E. Atwood	Tarrytown.
J. Maude Wait.....	Sandy Hill.	R. A. McDonald	Irvington.
		John C. Sturges.....	Dobbs Ferry.
WAYNE.		Alma L. Embree.....	Tarrytown.
Geo. W. Pye.....	Palmyra.	John B. Cooke	Irvington.
John W. Robinson	Newark.	Martin W. Todd	Hastings-on-Hudson
Frank W. Hawes.....	Macedon.	William E. Slocum.....	
Frank L. Cook	Williamson.	Nathan H. Dumond.....	North Tarrytown.
Myron Clark	Newark.	Daniel Lillie.....	Pleasantville.
A. J. Barber.....	Ontario.	J. Irving Gorton, <i>Supt.</i> ..	Sing Sing.
Myron O. Tripp	Furnaceville.	Charles A. Benedict.....	Sing Sing.
Dora B. Lang.....	Marion.	Warren O. Daniels.....	Sing Sing.
May Van Valkenberg....	Arcadia.	Ralph Stewart	White Plains.
W. H. Kinney	Lyons.		
Alvin B. Bishop	Clyde.	WYOMING.	
Byron N. Marriott.....	Clyde.	Francis M. Smith	Arcade.
Edgar D. Niles	Wolcott.	George H. Stratton	Castile.
A. D. Whitney.....	Red Creek.	Stas L. Streving.....	Gainesville.
Chas. G. Plumb.....	Savannah.	Newben H. Lewis.....	Silver Spa.
A. W. Plumb	Savannah.	Carl Dodge.....	Bliss.
Clive D. Seager.....	Sodus.	George Skinner	North Java.
Chas. Emery	Alton.	Addison G. Merville....	Java Village.
Bertha L. Kansier	Sodus Centre.	Carrie A. Johnson	Rock Glen.
H. H. Hopkins	South Butler.	Leon Bishop	Portageville.
Geo. Emery	Sodus Point.	Mrs. Mary A. Vaughan.	Pike.
Geo. D. Sprague.....	Rose.	I. B. Smith	Warsaw.
Ernest D. Covell.....	North Rose.	A. M. Preston.....	Attica.
		F. B. Waite.....	Wyoming.
WESTCHESTER.		May E. Calton	Perry.
A. D. Dunbar, A. M.	Peekskill.		
John Millar.....	Peekskill.	YATES.	
Adelaide Norris	Mt. Kisco.	T. F. Shultz	Penn Yan.
Wayne C. Fox.....	Croton Landing.	Frank H. Hausner.....	Dundee.
M. L. Stanton.....	Katonah.	Edmund Keefer.....	Dresden.
Lois A. Varney.....	Yorktown.	Edward Campbell.....	Milo Centre.
W. Irving Bray.....	Montrose.	Ruth Taylor.....	Bellona.
A. C. Douglass.....	Chappaqua.	J. G. McConnell	Middlesex.
Margaret M. Mahoney...	Purdy Station.	A. M. Baker	Rushville.
A. B. Davis, <i>Supt.</i>	Mount Vernon.		

EXHIBIT NO. 7.

City Superintendents of Schools.

1. NAMES AND POST-OFFICE ADDRESSES.
 2. WRITTEN REPORTS.
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CITY SUPERINTENDENTS.

1. LIST OF CITY SUPERINTENDENTS OF SCHOOLS IN THE STATE OF NEW YORK.

Cities.	Names.
Albany.....	Charles W. Cole.
Amsterdam,* Union Free Sch. Dist. No. 8,	J. W. Kimball.
Amsterdam,* Union Free Sch. Dist. No. 11,	J. G. Serviss.
Auburn.....	Benj. B. Snow.
Binghamton.....	M. W. Scott.
Brooklyn.....	Wm. H. Maxwell.
Buffalo.....	Henry P. Emerson.
Cohoes.....	Geo. E. Dixon.
Corning*.....	Leigh R. Hunt.
Dunkirk.....	J. W. Babcock.
Elmira.....	E. J. Beardsley.
Gloversville.....	James A. Estee.
Hornellsville*.....	William R. Prentice.
Hudson.....	W. S. Hallenbeck.
Ithaca.....	L. C. Foster.
Jamestown.....	R. R. Rogers.
Kingston*.....	Charles M. Ryon.
Lockport.....	Emmet Belknap.
Long Island City.....	John E. Schull.
Middletown.....	James F. Tuthill.
Mt. Vernon*.....	A. B. Davis.
Newburgh.....	R. V. K. Montfort.
New York.....	John Jasper.
Niagara Falls.....	N. L. Benham.
Ogdensburg.....	Barney Whitney.
Oswego.....	Geo. E. Bullis.
Poughkeepsie.....	Edward Burgess.
Rochester.....	Milton Noyes.
Rome.....	W. D. Manro.
Schenectady.....	S. B. Howe.
Syracuse.....	A. B. Blodgett.
Troy.....	Edwin E. Ashley.
Utica.....	George Griffith.
Watertown.....	Wm. G. Williams.
Yonkers.....	C. E. Gorton.

* Cities still under jurisdiction of school commissioners

2. REPORTS OF CITY SUPERINTENDENTS.

ALBANY.

CHARLES W. COLE, *Superintendent.*

I have the honor to submit the following report upon the condition of the public schools of this city for the year ending August 31, 1893:

Attendance.

During the past year, as well as during the two preceding years, the attendance of our schools was very much broken in upon by the necessity of restricting so many schools to single sessions. Many parents withdrew their children and sent them to private schools in preference to ours, because they could then be kept off the streets and also could get full school hours of instruction. The extent to which this condition affected our attendance will be readily understood when it is stated that during the whole of this last year there were seventy-one (71) classes restricted to single sessions. With the beginning of the next school year, the indication is that every class in the city will be upon full time. The following items of statistics are taken from the annual reports of the principals:

Number enrolled:		
Boys	6,531	
Girls	7,034	
	<hr/>	13,565
Net registration (duplications deducted)		13,164
Average membership		10,489
Average attendance		9,989
Per cent of attendance based on net registration.....		75
Per cent of attendance based on average membership...		94
		<hr/> <hr/>

These figures show a falling off in the item of enrollment of three hundred and forty-nine (349). The average attendance was one hundred and twenty-five (125) less than last year, while the average membership is only ninety (90) less. The variations in attendance for the past three or four years would seem to indicate

that the city is not increasing in population, and that additions to the number in attendance will be more likely to come from dissatisfaction with other schools than from ordinary causes. With the better accommodations to be offered next year in the new buildings, it is fair to expect a somewhat increased attendance and a gradual return to the figures of two years ago. The best information we can obtain shows that in spite of the accommodations now offered and the large attendance on private and parochial schools, that something like one thousand (1,000) children of school age are not regular attendants anywhere. This, of course, could be remedied had we an efficient compulsory attendance law. Efforts were made last winter to secure the passage of such a law, but, as had been the case for the past eight or nine years, the effort ended in complete failure. It is not easy to explain why a measure, the propriety and justice of which are not seriously denied, should not be adopted very readily by our Legislature. But all who have had experience with Legislatures will testify that laws based upon sentiment and wholly of an abstract or moral nature, are very easily put aside to make the road clear for political and personal legislation. Still, those in charge of this matter are by no means deterred from farther effort and expect annually to ask for remedial legislation. What may be done through a compulsory attendance law conscientiously carried out may be easily seen by the following extract from the last report of the superintendent of New York city:

“Although the present law in relation to compulsory education is not entirely satisfactory, nevertheless the community is to be congratulated upon the improvement wrought by the efficient enforcement of the law as it now stands. This is shown in a marked degree by the comparison of the statistics of the police department of this city for the present year with those for the years preceding the enactment of the law under which the truancy department was organized and is now acting.

“During the year 1892, the whole number of children between the ages of 8 and 14 years arrested and committed or held for examination was 495; during the five years, 1870-1874, the average number was 1,221. If we recall the very large increase in population that has taken place in the interim, we can estimate very fairly the value of the truancy department as a deterrent influence upon juvenile crime.”

The regularity of attendance has been practically unchanged; the per cent of attendance being ninety-four (94) instead of ninety-five (95), the usual figure. The number of cases of tardiness was 7,935 or 3,375 more than last year, while the number of half-day absences shows a reduction of 11,388. These changes

are largely due to the half-session plan, referred to above, on which so many of our classes are compelled to run. It will take another year and the changed condition of school buildings to get us back to the normal figures in these items.

The discipline and customary good order of the schools were maintained without friction. Corporal punishment was abolished a little more than a year ago. The experience of the year confirms what has long been my opinion, that the difficulties of school management are lessened by disuse of the rod. There were eighteen cases of suspension during the year; only three more than in the preceding year, a nominal increase, when it is considered that suspension is now the last resort. I believe that none of our teachers would be willing to return to the use of corporal punishment.

New Buildings.

All the new school buildings whose construction was undertaken by the city have been completed and occupied, with the exception of school No. 6, which is, however, ready for occupation, and will be used on the opening of the next school year. The first one to be occupied was school No. 4, on the corner of Ontario street and Madison avenue. This is a plain, substantial structure of three stories and contains twelve school-rooms and a large assembly hall accommodating about one thousand (1,000). On the same floor with the assembly hall are two unfinished rooms which may be used sometime in the future to increase the capacity of the school. This building is heated and ventilated on what is known as the Smead system, and has also a set of dry-closets. After a year's use, we have nothing but the most unqualified praise to give to the workings of the entire system. The teachers, and all who have observed, unanimously report that the building is amply supplied with pure and sufficiently heated air under all conditions of weather, and that the system of closets has withstood every kind of adverse criticism and test.

The building was first occupied November 1, 1893, and has an attendance at present of about three hundred (300), while its accommodations at present are for about six hundred (600) pupils. The seating capacity may be increased when the occasion arises, to eight or nine hundred. This building was erected with a view to the future wants of the vicinity. It is plain that within the course of three or four years, it will advance in grade so as to cover our full grammar school course and will afford all the school-room needed for many years. The school-rooms are furnished with single desks of an improved pattern and all the arrangements of the building are in accordance with

the best suggestions of experience. The excellent character of the mechanical construction of this building calls for special remark. The masons and carpenters and all the other mechanics have performed their work in a highly satisfactory manner.

The second building completed and occupied was the extension to the high school building, into which the offices of the board of public instruction and the superintendent of schools were moved about the first of February. The completion of this extension has enlarged the capacity of the high school considerably and has afforded very much-needed class-room. With the additional room afforded, the high school can now accommodate its seven hundred thirty (730) pupils with ease and stands ready to take in one hundred fifty (150) more, should that number ever be reached. The manual-training rooms have been also extended and increased space given to the gymnasium, a much-needed relief from the packed and unwholesome rooms that the girls have been obliged to use during recess for the past five or six years.

The administrative offices of the schools have never been so well located as in the new building, and transaction of business has been very much facilitated. The large meeting-room afforded the board is not only much more healthful and pleasant for them but also affords a commodious meeting-room for the use of the teachers of the city. The location of the library in the new building has been one of the most notable improvements effected. The arrangement of the cases and the easy access to the books now afforded to all who wish to use the library are specially to be commended. Every book or pamphlet is within reach of any one without the use of a stepladder or the risk of a fall. Far better facilities are given also for the use of the reference department of the library. The room is in great contrast to the one before used by being amply furnished with light and by having plenty of space for reading tables and other conveniences.

The sub-basement is used for the storage of fuel and for the three large boilers which furnish the heat for the entire structure, that is, both the old and the new parts of the building. The basement, the floor of which is some five or six feet above ground, is occupied by the girls' manual-training shop and two large rooms which are at present used for gymnasium purposes.

The first floor of the new part is occupied by the administrative offices and the library, as before described. The floor above contains one large study hall with accommodation for about one hundred (100) pupils, and four recitation-rooms. One of the most important and most satisfactory improvements is the enlargement of the assembly hall of the high school, which, with its

nine hundred and twenty-eight (928) opera chairs and considerable space in the rear, makes a beautiful audience-room, in which more than one thousand (1,000) people can be comfortably seated. With the additional facilities afforded through the new building, the high school is certainly prepared to maintain its high reputation and to perform even better than in the past its important functions in relation to the youth of this city.

New school No. 24 is very happily located, occupying the entire square bounded by Delaware avenue, Delaware square, Morris street and Lark street. With the broad, open grounds leading to the penitentiary on its southern and western sides, it has unobstructed light and air on every side. From the southern windows the view of the distant Helderbergs and the tips of the Catskill mountains adds much to the beauty of the location. The building has the noble and lofty air demanded by its peculiar situation, and while nothing has been sacrificed to external appearances, the architecture is sufficiently elaborate to meet the requirements of such a prominent location.

This school is provided with twelve school-rooms, which will seat about six hundred (600) pupils, and a large assembly hall on the third floor, opening from which is a commodious class-room for the use of our teachers' class. As the school is used as the practice department of the training classes, the above arrangement has proven to be exceedingly advantageous, and, superior as has been the work done in the training class heretofore, it is evident that with the present facilities even better work may be accomplished. This building is heated and ventilated by the Smead plan. It has the Hyde automatic latrines instead of dry-closets. Every room is furnished with single desks of an approved pattern. This building was occupied May first, and although the season has not permitted us to test thoroughly the heating and sanitary arrangements of the building, we have no doubt at all, from the evidence given by partial tests, of their meeting all the requirements. The attendance of this school, which had run down to a very low point on account of half-day sessions, was immediately increased to a considerable degree on entering upon the use of the new building, and all the indications are that in the fall the ample accommodations provided will be no greater than necessary for the number who will wish to attend.

New school No. 6 will be occupied at the first of the next school year, and at present is nearly completed. The building has sixteen (16) school-rooms, and accommodations for about eight hundred (800) pupils. Its accommodation is capable of being increased by furnishing two small rooms on the second floor. The heating and ventilation are furnished by Fuller & Warren Company, and,

it is believed, will be ample and satisfactory, although they can not be tested until the coming winter. This building, as a whole, is the finest of the recent erections. It has an imposing front and its great depth, wide halls, full means of ingress and egress, together with the excellent character of the workmanship displayed and the ample means of lighting furnished, render it the most cheerful and best appointed school building in the city.

Primary Instruction.

A systematic inspection of the primary schools during the past year, conducted by means of personal visits to a very large number of school-rooms and without the embarrassing paraphernalia of either a written, or a formal oral examination, reveals a condition, which, in many respects, is very satisfactory. Our primary classes rarely exceed fifty (50) in number of pupils, the average number for the year being about forty-five (45). This is a great advance on the state of things that existed only a few years ago when it was very common for a primary teacher to have sixty (60) and not exceptional for such a class to reach the enormous number of eighty (80). I still think that our average is a little too high, and that a class of forty (40) is as large as even the best primary teacher can well instruct. Again, all of our primary teachers have had a course of special training, the high value of which is shown in the well-planned and efficiently executed work done by nearly all of them. While the great majority of the teachers produce just the effects that are desired by their instruction, especially along the lines of the leading studies and there is little to criticise and much to commend, there are some points in which many fail. For instance, a failure which is quite common and which, I think, comes largely from a misapprehension of the purpose of the exercise, occurs frequently in the management of what is generally known in primary schools as busy-work.

When it became evident, some years ago, that no primary teacher could handle an entire class as a unit and do any justice at all to the pupils, the plan was conceived of dividing up the class into several groups so that the teacher might do considerable individual work, while as a means of keeping up interest and avoiding disorder, certain set exercises were given to the rest of the class. Of course, it was carefully enjoined that all of these exercises, which were given the name of busy-work, perhaps an unfortunate title since it implies that the only object is to keep the pupils employed, should be so related to the work done by the teacher herself with each group, that all should be led forward together. It was intended that nothing should be given to the

pupils in the way of busy-work which was not progressive and which did not convey, every day, something new and tend to the general progress of the pupils. As long as this was kept in view, nothing but good seemed to come from the use of busy-work. I find, however, that in a great many cases, the so-called busy-work has degenerated into a senseless repetition of things before known; that, in too many cases, the task set consists of the writing of a certain number of words over and over, or the copying of certain tables again and again, until life and interest has departed and the only object that the child seems to have is to get through with the task as rapidly as possible. Of course, this is all detrimental and needs to be corrected. The most obvious remedy for the teacher is to shorten the exercises of the separate groups and to see to it that those who are engaged in busy-work also have short and frequently varied exercises. This direction seems to be a simple one and one that might easily be carried out; but the trouble with many teachers is that they have too small a range of subjects to draw upon so as to furnish a pleasing variety. In discussing this matter with the teachers themselves, I find that they are ready to accept any plan that would seem to remedy the evil of whose existence they are fully aware; and that they readily agree that these exercises should be made supplemental to the general work, and should never be given as a mere task to fill up the time, but always with reference to the direct advancement of the pupils. To do this, it is necessary that the teacher should think out her daily program very carefully and see that every part is so adjusted that the whole body of pupils shall be moving onward, and that every exercise should be a step forward. The deadening and repressive effect of an exercise repeated so often as to become purely mechanical, is so apparent, that it is believed that to effect a cure it is only necessary to make these passing comments. I think that these and other defects in our primary work are not so much owing to remissness on the part of the teachers as to a lack of proper co-ordination and adjustment of studies in our primary courses.

Heretofore, in formulating a course of study, rigid lines of proposed progress have been laid down in leading subjects and, although most are really so closely connected that what is helpful to one line is also helpful to another, too much has been left to accidental co-ordination and too little effort has been made to impart such a unity to the course that the pupils will advance simultaneously and uniformly on every line.

It has, I think, been well suggested that a course in primary instruction should be built around some one subject as a central

shaft. Much discussion has been had as to what subject should be taken to which all others should be subordinate and helpful. I am inclined to give the preference to geography in its broadest and most general meaning, because, I think that this subject lends itself better than any other to this special purpose. In order to do this successfully, however, it would be necessary to introduce in our lowest grades, subjects which have scarcely ever been touched upon by our teachers. It is evident that the subjects of number, language and drawing can readily be made to illustrate the general subject of geography in the lower grades, and that history is a necessary accompaniment to geographical study in more advanced classes. I should add to these, from the beginning, biology; namely, the study of the simple elements of plant and animal life including what we call physiology, to be followed by such a course in physics as would lead to an intelligent study of physical geography. Of course, all instruction of this nature should be without the use of text-books and entirely inductive in plan. The success of such a plan would depend entirely upon its being based upon the personal observation of the child and would be entirely defeated should the teacher ever yield to the temptation of giving anything in the form of memory lessons. The main difficulty that seems to stand in the way of the adoption of such a plan as this, is the supposed inability of teachers to carry out such a plan successfully, because of inadequate knowledge of the topics to be introduced. That this objection is only apparent is clear, however, from the fact that it has been successfully carried out in school systems whose teachers have had no better chances for special preparation than our own. All the new subjects that would need to be introduced, form part of our regular high school course, and should any special study be needed, the opportunity could readily be afforded in our teachers' training class. The objection that the adoption of the plan suggested would necessitate a recasting of our course of study is not a serious one. Changes far more radical have been frequently made with ease, since no course of study has ever been, or will ever be, framed that has not been constantly changed and modified in accordance with the dictates of experience. To be sure, changes should not be lightly made, and those above suggested are presented now with a view to their careful study and gradual adoption, should they approve themselves to mature judgment.

Kindergartens.

The popular estimate in which the kindergarten is held was shown emphatically last year by the large attendance and the considerable numbers to whom we were obliged to refuse admis-

sion. Fifteen of these rooms were in operation during the year, and the opening of the new school building No. 6 will afford one, perhaps two, more. The board has fully realized the impracticability of one teacher doing this kind of work well with the large classes that have heretofore prevailed and very readily adopted my recommendation that hereafter the number of pupils in these classes be restricted to thirty-six (36). The board also very readily authorized the adoption of the single session to be held in the morning for two hours and a half, in order to give the teachers the much needed time for the preparation of the work for the following day and an opportunity to come into closer touch with the children by visiting their homes and becoming acquainted with all their surroundings. Heretofore, our kindergartners, with the exception of the partial course and the small opportunity afforded for practice in our teachers' training class, have been obliged to pursue a course of study at their own expense in a private training school. This has always been regarded as too burdensome upon those whose pay was not fixed with a view to such external demands; besides, although the instruction afforded in the private training school was of a very high character, it was obtained slowly and somewhat intermittently and at much sacrifice of time and convenience. This situation, however, has been happily relieved by the action of the board in establishing, in connection with the teachers' training class, a special department, wherein, under the guidance of a skilled instructor, a complete three years' course is open to those of our kindergartners already employed who have not had such a course, and to all who may hereafter become candidates for like positions. With these provisions for renewing our corps of kindergartners, this department enters upon a career of enhanced usefulness that must meet the approbation of all who are interested in the progress of our school system.

Columbian Exhibit.

The question naturally crops out, when one thinks of an educational exhibit, whether such a thing can actually be made. When the farmer, or the mechanic, or the manufacturer, prepares his exhibit for the State and county fair, he does it with the greatest convenience, because he has merely to select the finished products of his labor and transport them to the place of exhibition. As the finished products of a system of education are the men and women sent out into the world, it is obvious that these products, with all their varying qualities of mind and character, can not be displayed. It is practicable, however, to show some of the things which are done in the school, and the attempt has been made many times to show what a school system is, by exhibiting the

work of pupils; but as the shavings that litter the floor of the workshop are only indications that the carpenter has been toiling, such exhibits show quite imperfectly the real results of school work.

When it was determined to prepare a State exhibition for display at Chicago, it was also determined that every locality that prepared one should do it under strict regulations, and that one or two leading rules should be especially observed. The most important of these was that the work shown should be done in the school-room, and that the exercises of entire classes should be shown; the good, the bad, and the indifferent being alike displayed in every instance. These rules were conscientiously followed in the preparation of our contributions to the State exhibit. The doubt which existed for several months as to the amount of space that would be given to any particular locality in the State absolutely prevented the preparation of the exercises until mid-winter. It is well known that, in consequence of this delay, very many places refused to contribute anything. But it seemed best that Albany, as the capital of the State, should not be found wanting in proper State and civic pride, and, as soon as it was determined that there should be an exhibit, all concerned entered upon the work with vigor and enthusiasm. In fact, practically the whole of the preparation was completed within three months. The plan which was adopted for obtaining the various exhibits included in its scope all the kinds of instruction given in our schools, from the normal exercises of the training class, through all the courses of the high school, the grammar and primary schools, and the kindergartens. The written work of the pupils, bound up in some twenty-six (26) volumes, the one hundred (100) frames of drawings, the thirty (30) frames containing photographs of school buildings, typical groups of school pupils, interior views of school-rooms, and school work not transportable, four enormous frames of manual training work and several frames of kindergarten work, constitute the general catalogue of the exhibit.

Of the special character of the written work I will only say, in passing, that a careful examination would show any disinterested person that the work was certainly genuine. I think it is fair to say that none of it was too good and that most of it was exceedingly creditable to both the teachers and the pupils. With the exception of the first year, all of the written work was done in pen and ink, and, in some instances, the first-year work even was performed in this way. The evident superiority of the pen and ink work over that done with the lead pencil is a full justification of our custom of placing pen and ink in the hands of the pupil at the very outset of his career. One thing is clearly shown in this

connection, and that is, that the progress in written expression is far more satisfactory with the use of paper and pen, or pencil, than by means of slates. There is no doubt in my mind that much improvement would be made in very many directions should we substitute the use of paper for slates. This would involve some additional cost for the paper supply, but, I am sure, would be wholly compensated by the gains made in the direction of order, neatness and exactness. A pupil will naturally be very much more careful in setting down what can not be easily erased than in performing work upon a slate, where it may be rubbed out and replaced constantly. A noticeable feature of the written work shown by the high school pupils was the excellent pen and ink sketches that were introduced to illustrate and embellish their efforts. The written class work exhibited was, in every case, designed to show not merely so-called results, but especially the plan in accordance with which such results were reached. To this end, every teacher placed before her class work the portion of the course of study which she was supposed to illustrate, and a written account of the special plan on which her work was conducted. With this preface, any intelligent student of educational systems would get some insight into the actual school-room work. The great variety of methods and devices described illustrate the freedom with which our teachers are permitted to retain their personality and independence.

The drawings necessarily constituted the most attractive portion of the exhibit. They caught the eye, and, we may say with confidence, detained it. While art instruction is not carried so far in our schools as in some others, we are confident that we are doing at least as good work up to the point reached as any placed on exhibition from this State. The drawing-master and all the teachers, for all of them give instruction in drawing, should certainly receive full credit for the most pleasing portion of the entire exhibit. It should be understood that the regular class-work in drawing of every grade in the city was bound up and exhibited in the same manner as the other subjects were treated. This enables any one, whose curiosity leads him in that direction, to see the work of entire classes with its great variance in excellence, as well as the selected drawings that were exhibited in frames. An examination of these drawing books and of the drawing work in general has convinced me that it is time to take a step forward and to make a change in the system of drawing now in use. Our drawing-master concurs in this opinion, and I suggest that he be directed to look for, and present to the board for adoption, during the coming year, some other system of drawing which he may become satisfied will improve the work done

in his department. I also suggest, in this place, for lack of a more appropriate one, that there is great need of a skilled assistant to aid in the supervision of the drawing. I should say that a division should be made of the work in the primary and grammar schools so that the work of supervision may be done with more frequency and continuity.

The manual training specimens were confined entirely to the simple exercises in wood-working from the boys' shop and a line of productions in Sloyd, illustrating the entire course in that branch, from the shop of the girls. Both of these exhibits were prepared almost at the last moment and quite imperfectly set forth the whole range of work done in the shops. But they were sent, because they made the entire exhibit complete and certainly told the truth about our manual-training department, namely, that it is wholly confined to shop-work in wood.

The exhibit from the kindergartens was very interesting and was highly creditable. The frames of enclosed work of the kindergarten children illustrated the plan of a week's work in all the kindergartens and was made up by bringing together the work performed by the children and simply arranging it in consecutive order. In this way every kindergarten was represented and yet no competition or false emulation was excited among teachers, as there was nothing to indicate, in the whole exhibit, that any portion of it came from any particular school. The entire range of work — the gifts and occupations, etc. — was quite adequately represented.

The photographs of the school buildings and of interiors, etc., were exceedingly well done and next to the drawings formed the most attractive part of our contribution to the World's Fair. In the appendix will be found a list of the various elements of the entire exhibit.

Now that there has been time to reflect upon the preparation of this exhibit, I am in considerable doubt as to whether the whole affair was of any benefit to the schools. It deducted considerably from the time that should be properly devoted to ordinary school work, it diverted the minds of pupils and teachers from the same, it occupied a large share of time and attention of supervisory officers, and, when completed and sent out, it was found to be, after all, a very inadequate representation of our school system. On the other hand, the promptings of State and civic pride were followed, and our city fulfilled its promise to the State by furnishing its quota. And again, a certain amount of stimulus in some directions was imparted and in a few cases a spur to extraordinary effort undoubtedly improved the quality of the class-work. Upon the whole I think that such effects are only transient and produce very little permanent benefit.

AMSTERDAM.

*Union Free School District No. 8.*J. W. KIMBALL, *Superintendent.*

I have the honor to submit the following report for the school year ending July 25, 1893:

Estimated population between 5 and 21 years of age,	2,100
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Number enrolled:

Boys	392
Girls	363

Total registered in public school	755
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Number registered in parochial school	580
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Whole number attending school some portion of the year	1,335
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Per cent of whole number attending school some portion of the year	64
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Average membership of public school	503
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Average attendance	469
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Per cent of attendance based on total registration..	62
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Per cent of attendance, based on average membership	93
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Per cent of increase in registration over previous year	6
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Per cent of increase average membership over previous year	11 1-2
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Per cent of increase in average attendance over previous year	14
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Average number of pupils per teacher, based on total registration	58
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Average number of pupils per teacher, based on average membership	39
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Average number of pupils per teacher, based on average attendance	36
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Cost of maintaining school, deducting cost of addition to building	\$10,063 51
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Cost per pupil, based on registration	13 33
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Cost per pupil, based on average membership.....	20 00
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Cost per pupil, based on average attendance.....	\$21 44
Amount expended for library	219 72
Amount received from State	27 63

It will be seen from the above that a very decided gain in our average attendance was made last year over the previous year. This is largely due to the fact that during the previous year our school was sadly afflicted with epidemic diseases, while during the year just closed good health among the children prevailed.

In my opinion, a much better record, in proportion to the whole number registered, might be obtained, if some plan could be adopted to account for duplicate registration. In our manufacturing centers, people change their residence frequently, and in each new place their children are registered. I recall one instance of a family whose children were registered as attending school in Troy, Albany and Amsterdam within a single school year. This makes the whole number registered much larger than it should be, and makes the per cent of average attendance much lower than it should be throughout the State.

But, while this is true, the fact still remains that too many children who should attend school do not attend. This is especially true in our city of our large foreign population. While many of this class are careful to send their children to school, altogether too many are utterly careless in regard to the matter, and allow their children all the privileges of the streets, thus preparing them to become, later on, a criminal charge upon the community.

Our public schools are well equipped to benefit this class if we could but have them a sufficient time within their influence, and the problem is, how to get and keep them there?

AMSTERDAM.

Union Free School District No. 11.

JOHN G. SERVISS, *Superintendent.*

General.

The school year opened most favorably, with a large attendance, which continued, showing a gain of more than seven per cent. Our buildings afford ample accommodations for all who seek educational advantages, and every child is given pleasant

and healthful quarters, where he may successfully pursue a practical course of study, which is in touch with the needs and spirit of the times.

In order to meet the demands for business practice, two large classes were organized in bookkeeping and commercial law. After completing these studies several pupils secured good positions in commercial houses. As a result of the first year's work under the Regents of the University, 449 pass cards, twenty-eight preliminary certificates, seventeen junior certificates and eleven academic certificates were awarded. Twelve pupils were graduated from the academic department.

Our board of education expended \$500 for library and apparatus, which affords much better opportunities for scientific and literary study.

Columbus Day was observed by all the departments. During the morning appropriate exercises were held in all the buildings. In the afternoon a grand parade of the schools, joined by nearly all the civic organizations of the city, occurred. During the line of march the G. A. R. did faithful service, acting as an escort. After the demonstration, which was the largest and most enthusiastic ever given here, the older classes were invited to the opera-house, where commemorative exercises, consisting of speeches by several citizens, music and recitations by members of the schools, concluded the historic day, which will ever be memorable to the young citizens.

Arbor Day was made veritable by planting twenty-eight good-sized elms on the spacious site of the building on Arnold avenue. Three hundred citizens were present to attend the exercises, and 900 pupils participated. Each class dedicated a tree to its favorite character in history or letters, and several of these original speeches evidenced much reading and thoughtfulness on the part of the young authors. Vocal music and brief addresses concluded the outdoor exercises.

Four years ago our board of education adopted the plan of increasing the salaries of all efficient teachers who merit reappointment. By this annual advance we have been able to retain the services of nearly all of our best teachers, and at the same time the plan has stimulated the younger members of the corps to attain greater excellence in the profession. Our board of education is active in furthering the highest educational interests of this community, and are alive to the important trust committed to their care. Our teachers entertain a true professional spirit and strive faithfully to improve every opportunity to secure the best results.

AUBURN.

B. B. SNOW, *Superintendent*.

I have the honor to acknowledge the receipt of your circular letter of September twenty-first, directing me to submit a written report of the schools of this city for the school year ending July 25, 1893, for publication in the forthcoming annual report of your Department to the Legislature.

I have already submitted a report, upon blank furnished by your Department, giving such statistical information as the blank called for. In the absence of any intimation as to the specific points upon which the Department desires to be further enlightened, I report in a general way:

That our school buildings are in excellent condition, well furnished and, with the yards, are properly cared for. The accommodations are fully sufficient and, with few exceptions, well adapted to their intended use.

We have an ample corps of teachers, who are intelligent, zealous and interested in their work. We limit the number of pupils to a teacher to forty, although in many instances it falls below the limit, the average being thirty.

We have eliminated examinations as a test of ability almost wholly, and teach to impart a knowledge of the subject rather than to train for wrestling with the vagaries of the average examination questions.

We have relaxed the stringency of the graded system, in order to allow the brighter pupils to advance, without being compelled to waste their time waiting for their dull or inattentive associates.

We do many things just as other similar systems do — many things entirely different.

Our public is kindly disposed toward our schools and contributes liberally to their support.

An intelligent board of education, consisting of nine members, elected at a special election, without regard to political or sectarian bias, has the management of the schools.

With these conditions our schools ought to be good, and they are good.

BINGHAMTON.

M. W. SCOTT, *Superintendent*.

The total registration for the year was 5,795, with an average daily attendance of 4,386. The whole number of teachers employed during the year was 136. The average number of pupils per teacher based on the average daily attendance was thirty-three. There is marked increase in the number of pupils attending the high school and higher grammar grades. The partial adoption of the free text-book system at the beginning of the year has given very general satisfaction, and after another year, we hope to furnish all text-books free to the pupils of all grades. During the year, the pupils and teachers received much benefit from special instruction given in physical training, by an experienced and proficient teacher; and when we see how much permanent good can be accomplished by systematized effort in this direction we regret that the work was delayed so long.

The kindergarten work has not yet been introduced, but it is the intention of the school board to take immediate steps toward the establishment of such schools in connection with the public schools in accordance with the provisions of the act passed at the last session of the Legislature. In doing this, it is hoped that we can strengthen our primary work by taking the children who have heretofore entered school at least one year too early, and placing them in the kindergarten until of sufficient age and strength to take up the regular primary work.

Music and drawing have received due attention under the supervision of special teachers, and both are growing in general favor with pupils and patrons. Special attention is being given to the work in English, as results have shown that in crowding the courses of study in these later years, this study has not received the consideration that its importance deserves.

Nothing of a serious nature occurred during the year to affect the general work of the schools, and the results, while far from being all that we could ask, were fully up to the standard of former years. If all teaching could be done by those who are competent, conscientious and loyal, then results could be obtained that would be commensurate with the efforts put forth, and expenditures made by State and local authorities to elevate the standard of our school work. It is very noticeable that in all assemblages where educational methods and results are discussed, the teacher holds the prominent place. After visiting the schools of over thirty of our larger cities, Dr. Rice states that "the professional weakness of the American teacher is the greatest

sore spot of the American schools. We find earnestness, conscientiousness and enthusiasm in abundance, but these characteristics, favorable as they are, no more constitute expert pedagogical qualifications than they do expert medical or legal qualifications." Whatever value may be attached to the articles of Dr. Rice as published in the Forum, supervising officers will all agree that the one great need of the public schools of to-day is "well-educated, broad-minded, professionally-trained teachers," and no others should receive appointments to teach in our schools. I do not desire to convey the impression that our city is peculiarly unfortunate in the selection of its teachers or in the methods of making its selection, but we experience the same difficulty in this respect that is common to most cities, and find it much easier to get weak and incompetent teachers in the schools than it is to get them out. The steady growth of our city demands a continuous effort in improving the ventilation of and enlarging our older buildings, and in erecting new, to accommodate the children who seek admission to the schools.

BUFFALO.

HENRY P. EMERSON, *Superintendent.*

General.

My first annual report on the condition of the public schools of the city of Buffalo covers the school year 1892-3. As I assumed the duties of the office on the 1st of January, 1893, I was at the head of the department only a portion of the year. In a general way it was a year of growth and progress, of increased registration and attendance. The total registration was 39,579, and the average weekly attendance 26,062. According to statistics gathered under my direction, there are fifty-nine private schools, with a registration of 16,762. So far as the public schools are concerned there has not been a time in ten years when their success has not been more or less interfered with by lack of proper school accommodations. Large sums have been expended in the erection of new buildings, but it has been impossible to keep pace with the growth of the city. The last Legislature authorized the city to issue bonds to the amount of \$300,000 for the purchase of sites and the erection of school buildings. There has been some delay in selling the bonds advantageously, on account of the financial depression, and this has retarded the inauguration of this important work. But it is expected that during the present school year at least four large buildings will be erected.

The number of teachers employed during the year was 901, of whom 55 were men. The amount paid for teachers' wages was \$569,090. The cost of evening schools was \$12,814, and the total expenditure by the city for public schools was \$806,119.

Free School Books.

Some important changes have been brought about during the past school year. Perhaps the most important is the adoption of the system of free school books. To make a beginning in this important enterprise an appropriation of \$26,200 was obtained. A few of the advantages which are expected to result from the supply of the books by the city are as follows:

It will result in a saving of time. At the beginning of every term there had been delay in bringing about a prompt and effective organization of the school on account of the failure of the pupils to provide themselves with the proper books. Many schools were in a disorganized condition, unfavorable for successful work for several weeks at the beginning of the year, because the required books were not in the hands of all the pupils. The cost per week of maintaining our public schools is about \$20,000. I believe that most experienced teachers would estimate the loss, caused by the failure of the pupils to procure books, at not less than two weeks a year. The money value of this loss is \$40,000, an amount much larger than it would cost the city to supply the books. Under the proposed system the books will be promptly placed in the hands of the pupils, and the school will be immediately in running order.

It will result in a saving of money. The fact must not be lost sight of, that the cost of books, under any system, is a tax upon the people of the city; the books must be paid for by somebody. This saving will be effected in two ways: First, by purchasing the books in large quantities, and so obtaining reduced rates, instead of leaving each individual pupil to purchase his books at retail prices; second, by prolonging the life of the book, making it serve several successive pupils in each study. If one book can be made to serve only two successive pupils, the cost is reduced one-half, to say nothing of the lessened price.

It increases school attendance. It may be objected that we have more children attending school already than we have room for. There is only one answer to this objection: Our plain duty is to provide accommodations for every child in Buffalo that can be induced to attend school. Any other course is unpatriotic. We can not, in a country where universal suffrage prevails, afford to allow children to grow up in ignorance.

Many families find the purchase of books for the children a greater burden than they are able to bear. "It may seem strange," says Professor Homer B. Sprague, in discussing the effect of the cost of school books upon school attendance, "that so slight an expense, say from two to six dollars a year, should keep any out of the public schools; but those who are in the habit of visiting the abodes of the poor, and see how hard it is for many of them to get employment, or earn money enough for the bare necessities of life, know very well that multitudes of parents can not pay for the children's books."

No argument can be urged against free books that does not apply with equal force to free instruction. Education is the great safeguard of democratic institutions, and it should be absolutely free. Our public schools should be attended by all children, not otherwise provided for. This measure will be more effective than our compulsory education law in bringing children into our schools, and it will remove the distinction between rich and poor, which has been emphasized by the indigent fund.

Course of Study.

One of the most important of the recent changes was the preparation of the new graded course of study for the public schools. The new course is based on the principle that education is the natural drawing out of the child's powers; that it is more important to develop his faculties and make him intelligent than to crowd his mind with unrelated facts; that the result of schools should be good men and women, who will be useful members of society.

It introduces lines of work in accordance with what is somewhat indefinitely called the "new education." It should be remembered that the criticism of men like Herbert Spencer has greatly modified, if not revolutionized, educational thought; that methods of teaching which were good enough twenty years ago are now considered antiquated.

It gives less prominence to text-books and more to teachers, less to examination and more to the pupils' development. It is designed to break up mechanical work, mere memorizing from a book, and to cultivate the faculty of observation, the power of expression, a desire to investigate and to know.

The faculty which ought to receive training during the first years of school is perception. A child's education, so far as it helps him, consists of what he has appropriated, made his own and mentally assimilated. Facts should be presented in natural relation to each other, instead of being learned by heart as a list of disconnected names. The work of to-day should be a prep-

aration for the work of to-morrow. The child remembers what he sees, and makes additions to his knowledge in proportion as the new knowledge relates to what he already knows. This principle of education is present in the new course of study. Beginning with the common names of the body, the subject of physiology is gradually unfolded until the boy or girl has a good knowledge of the house we live in. Beginning with the idea of government, as illustrated in the family or school, the child at last gains an intelligent view of the government under which he lives. Beginning with the easily observed natural phenomena and the geography of his play-ground and neighborhood, his knowledge is added to and increased step by step, till he has a clear conception of the world; the same principle is applied to numbers and to language.

Supervision.

I am confident that our public schools have suffered from lack of adequate supervision. Under Buffalo's peculiar system of school administration a large amount of the superintendent's time is taken up with purely business matters, connected with the material needs of the schools. Many details, which in other cities are attended to by subcommittees of the board of education, here require the personal attention of the superintendent. The growth of the city has been such that there are now over fifty school districts, and over 900 teachers employed. The need of some assistance in the important work of supervision seems to me too evident for argument. The utmost that the superintendent can expect to do is to inspect the schools thoroughly about once a year. This consideration has induced me to recommend the appointment of a woman assistant to give her time and thought to the special work of the primary grades. This assistant will meet the primary teachers in grade meetings, direct them in their work, explain the design and spirit of the new course of study, visit the schools and in a friendly manner make herself useful and helpful to the teachers. It is the testimony of the teachers and others who watch the progress of the schools with most interest, that beneficial effects are already manifest from this change.

Board of School Examiners.

My predecessor, in his annual report to the State Superintendent, spoke of the change in our city charter, which resulted in the establishment of the board of school examiners. Our system of school administration differs from that of any other city in that the superintendent is elected by the people, and the

board of school examiners has no executive power. I am convinced, however, that the establishment of such a board, having the power to examine teachers, is a step in the right direction. With the power of examination and appointment of teachers in the hands of an elected officer, the temptation to a misuse of the power is very great. The board of examiners makes out a certified list of the qualified candidates and from this the superintendent must make his selections. This is, doubtless, not the ideal system, but it is an improvement on the one in vogue for many years past, and a gradual improvement in the qualifications of teachers is expected.

Night Schools.

Buffalo has experienced the difficulties usually met with in large cities in the management of night schools. Irregularity of attendance interferes with their success. The city expended last year \$12,814 in carrying on this work. Night schools were opened in twenty districts and also at the high school. That there is a large field of usefulness for these schools in a city like this is evident, and renewed efforts will be put forth to make them efficient and successful.

COHOES.

GEORGE E. DIXON, *Superintendent*.

I have the honor to submit the following report of the public schools of Cohoes for the year ending July 25, 1893.

Kindergartens.

October 1, 1892, a kindergarten school of twenty-five pupils, with Miss Frances Crawford as principal, was started as an experiment. During the holiday vacation the board decided to continue it to the end of the school year. The work has been so successful that others will doubtless be started the coming year.

Teachers.

Seventy-two teachers have been employed. Many of our new teachers, graduates of our high school, do not have a professional training. Their enthusiasm, however, enables them to ascertain quickly in method and management whatever is of fundamental importance, and many of them make efficient teachers.

A meeting of all teachers is held monthly; grade meetings are held oftener, at the call of the superintendent. The attendance at these meetings is always good, and the less experienced teachers receive much help from them.

Industrial Drawing.

Three years ago the Prang system was adopted. Our teachers received a course of instruction from a special teacher. The progress made thus far has been satisfactory, and in another year we shall be fully up to the work. In June, an exhibition of the year's work was made, which received many commendations from the public.

High School.

The work of the high school has always been hampered, because of the lack of accommodations in the institute building. The room used for a laboratory has been one in name only. The assembly-room, upon the upper floor, and the recitation-rooms, upon the first and second floors, occasioned so much going up and down stairs that the health of the pupils materially suffered therefrom. Plans have been prepared, and the old building will be remodeled during vacation, under the supervision of the president of the board of education and a representative of the board of trustees of Egbert's Institute.

Days We Celebrate.

Our schools in common with schools throughout the United States, celebrated Columbus day by a parade and appropriate exercises at the city theater. The exercises followed closely those suggested by the Department. Those of the afternoon were for the pupils exclusively. In the evening they were repeated by the pupils of the grammar and the high schools, and were open to the public. Arbor day exercises, this year, were confined mainly to a literary programme in the school-room. Most of our school buildings are not situated so that trees could be planted.

Literary Work.

We are well pleased with our success in having our pupils learn quotations of selections from standard American writers. The younger pupils memorize short quotations, and the older, selections from Longfellow, Bryant, Whittier and others. In declamations, however, we have not been successful, but we are studying to find why we fail, and hope to be able to report progress another year.

At the annual meeting of the board of education, May 29, 1893, the old corps of teachers were engaged for the ensuing year. George E. Dixon, for the past twelve years principal of the high school, was elected superintendent of schools. George M. Strout, of Athol, Mass., was appointed principal of the high school.

No attempt was made to make an extensive exhibit for the World's Fair. Some work, in every grade, was prepared and forwarded to Chicago, where it has attracted the attention of our own people who are visiting the Fair, if of no one else.

CORNING.

LEIGH R. HUNT, *Superintendent.*

Number of school buildings	3
Number of children, 5-21 years, in district.....	2,091
Number enrolled in school	1,568
Average number belonging	1,133
Average daily attendance	1,041
Percentage of attendance	92
Average daily attendance per teacher.....	42
Number of teachers, including specials.....	27
Average salary paid	\$417 00
Received from city tax	17,175 59
Received from the Regents	241 28
Received non-resident tuition	849 77
Received State apportionment	4,905 69
Paid for instruction	13,729 83
Paid bonds and interest	4,100 00
Paid miscellaneous bills	5,460 60

While these statistics give the financial and common view of a year's work, yet it is to be hoped that some combined effort, originating at the Department, may lead to uniform records of a child's entrance into school, his progress therein, and his withdrawal. The more minutely comparisons can be justly made among corresponding educational fields, the more can local pride and personal effort be aroused.

We have to report a crowded condition of the primary grades. Some relief has been obtained by lessening the requirements for the lowest primary to an amount that can be well acquired in one year. A new building will soon be a necessity.

A special teacher of vocal music was for the first time employed last year. All school-rooms were visited by her at least, as frequently as thrice in two weeks. No compulsion has been used. Nearly all pupils look upon the singing hour as one of enjoyment.

Advantage was taken of the new law relating to apportionment of library moneys, the sum of \$200 being set aside for the purchase of reading and reference books. A large portion of the \$281 expended was used in purchasing supplementary reading for the grades below the academy. Twenty-five copies, each of fifteen different books, were obtained. These have given new life to the reading classes. Additional expenditure in this direction is contemplated.

Cigarette smoking by children attending the school has generally ceased. This was effected chiefly through the action of our board who resolved to enforce the law. Every cigarette dealer within the district limits was served with a printed notice of the resolution. The dealers themselves considered the action wise and, in most cases, co-operated with the board.

Arbor Day was celebrated by holding special exercises in all rooms. One tree was planted on the grounds of school No. 2.

On Columbus Day the schools all had exercises appropriate to the occasion. The academy was especially favored. Here a flag-staff had been erected through the generosity of Messrs. F. B. Brown and son, of the Corning Daily Democrat. The same paper opened a subscription for a flag, and on October twenty-first the banner was formally presented. The address was made by Mr. W. F. McNamara. A fitting response, accepting the gift, was made by ex-Mayor Wm. E. Gorton, a member of the board of education. At the close of the exercises, Mr. J. C. G. Crandall, quartermaster of the local G. A. R. post, hoisted the stars and stripes.

One of our regulations has required new teachers to pass, for three successive years, an examination given by the local school officials. The teachers were last year instructed that in lieu thereof a compliance with the requirements of the uniform examination system would, for the present, be considered an equivalent. Those of our recently employed teachers who have neither a collegiate nor normal school training are working under the State regulations, and hope to obtain a first-grade license. Our teachers enter the regular school commissioner's examination, but their answer papers are sent to the local superintendent for marking. Through the courtesy of the State Superintendent, uniform examination blanks have been received. They are signed in strict accordance with the State regulations. This has been found one means of avoiding the evils that, sooner or

later, attend a combination of the examining, licensing and employing functions in one body or in one person. I think it will prove an unobjectionable means of securing upward endeavor by the teachers. It is understood that the local superintendent may, at any time, insist on additional requirements.

DUNKIRK.

J. W. BABCOCK, *Superintendent.*

I have the honor to submit the following report of the public schools of this city, for the year ending July 25, 1893:

Statistical.

Whole number of resident pupils of school age.....	3,550
Total registration, resident pupils of school age	1,371
Total days' attendance, pupils of school age	200,496
Average daily attendance, pupils of school age....	1,049 137-191
Number of qualified teachers, teaching thirty-two or more weeks	45
Total salaries of teachers	\$18,812 50
All other expenses.....	17,488 81
Total average cost per pupil, registered	26 48
Number pupils attending parochial schools	636

School Buildings and Grounds.

No new buildings have been erected during the year; but the permanent repairs and improvements have been very thorough and extensive, including steam-heating apparatus, street-paving, stone sidewalks, etc., aggregating an expense of more than \$7,000.

Libraries.

A school library has been organized (under the law of 1892-93) and now contains 534 volumes. The academy library numbers more than 1,000 volumes. During the year, books to the value of \$339.17 have been added to these libraries.

Drawing.

In September, 1892, industrial drawing was introduced in the fourth, fifth and sixth year grades, and a special teacher employed for that subject. This arrangement gives us a continuous course of drawing, extending from the fourth to the ninth grade inclusive. Thus far the results have been very satisfactory.

Special Days.

The great event of the year, in this line, was Columbus Day, which was celebrated with elaborate and fitting ceremonies. Nearly 1,500 school children participated in the grand parade on that day.

Arbor Day, too, was observed with appropriate exercises.

ELMIRA.

ELIAS J. BEARDSLEY, *Superintendent*.

There are but few changes or things new to report in regard to the Elmira public schools for the past year.

The school savings banks, which had been very successful, and had won the approval of the patrons, and which were in great favor with the pupils, have been closed, and the money, about \$6,000, returned to the depositors. This was not done because of the stringency of the money market, but because some of the school board considered the conducting of these banks by the schools illegal.

The new academy building was ready for occupancy at the beginning of the year, and has proven, as expected, a most comfortable and convenient building.

The year, especially the winter term, was noted for the great and unusual amount of sickness among both teachers and pupils, in consequence of which the per cent of attendance dropped from ninety-seven, for the two preceding years, to ninety-six.

If we have made any advancement in any direction it has been most apparent in making more systematic the form-study and drawing, and the study of music, and in the quality of reading matter selected by the pupils from our school libraries.

It may be said, also, that, if the number passing the Regents' preliminary examinations is any indication of improvement, then we have advanced in the work required by those examinations. The number of preliminary certificates obtained was 180, thirty-one more than the year before. These certificates are obtained in the grammar schools.

The number of promotions made from grade to grade in the primary and grammar schools, both on examinations and on class work, indicates that, in all departments, there has been no letting down of effort on the part of teachers.

GLOVERSVILLE.

J. A. ESTEE, *Superintendent*.

We can, with confidence, assert that the school is stronger in every department than it was one year ago.

Our statistical report, as compared with that of the preceding year, shows an increased registration of 111 pupils, the whole number of days' attendance being 6,784 greater. At the close of the year fifty teachers were employed, being an increase of two teachers during the year, and of eleven teachers during the three years of my connection with the schools. Notwithstanding the increase in our teaching force, the average attendance of pupils per teacher is forty.

In my judgment no part of our school system excels in importance that of the kindergarten. Little children are taken from the street at an age when they are most susceptible to external influences; they are taught to be neat and kind, courteous and truthful. Their little songs and games, in the hands of a skillful teacher, are marvels, in their way, in fostering habits of gentleness and refinement. As children can not enter our schools until they are 5 years of age, it has seemed necessary to combine the kindergarten and lower primary, but during the past year we have had four rooms in which the teachers have devoted their time almost exclusively to kindergarten work.

Perhaps the most radical change made in our school curriculum has been the introduction of supplementary reading into the intermediate and grammar grades. With judicious assistance, children will read and enjoy many works of standard authors at an earlier age than is generally supposed. It is not sufficient that suitable books shall be in a school library, read at option, and left to compete on equal terms with objectionable reading matter which by some means finds its way to the school children. Neither is it sufficient that children shall hear good literature read by a teacher or by older persons. Just as children learn to talk by talking, so they will learn to read good books by reading them. They should be studied as other books are studied, and a feeling of personal acquaintance with the authors will influence the choice of pupils in selecting reading material for themselves. With this object in view, our school board has purchased and placed at the service of the different grades about thirty-five copies each of books like the following: For the third, fourth and fifth grades, Kingsley's *Water Babies*, *Little Lord Fauntleroy*, *Black Beauty*, *Aesop's Fables*, *Leaves from Natures' Story-book*, *The Peasant and the Prince*, *Swiss Family Robinson*, *Lives of the Presidents*,

Robinson Crusoe, etc.; for the fifth, sixth, seventh and eighth grades, Tom Brown at Rugby, Greek Heroes, Ivanhoe, The Lady of the Lake, Hiawatha, Courtship of Miles Standish, Hawthorne's True Stories from New England History, Beginners' American History, etc. Books of this character are arranged in sets and by exchange serve the same grades in the different schools. By this means they are new to each class of pupils using them. If we may estimate success by the evident enjoyment of the pupils, the plan will be productive of good.

For several years a special teacher of music has been employed and large numbers of our pupils have attained some proficiency in reading music at sight.

The present system of teaching drawing tends to develop originality of thought and desire. Our work in this direction has been very satisfactory, considering the short time since we first employed a special teacher.

High School.

At the commencement of the fall term, three years ago, there were enrolled in our academic department but fifty-nine pupils, who had secured preliminary certificates, and those pupils were under the supervision of two teachers. During the past year, however, the average daily attendance of preliminary students has been over 140, and now six teachers are employed in this department.

Although two new school buildings have recently been erected our greatest need at present is a building especially adapted to the requirements of our rapidly increasing high school. An assembly hall for study, for rhetoricals and other general exercises would greatly augment the efficiency of the work done by the teachers. Our citizens realize the necessity, but owing to the business depression, it is not deemed expedient to agitate the matter at present.

In my last report I alluded to the fact that two years' additional work had been added to the requirements for graduation. The wisdom of the course is attested by the number of students who are availing themselves of the opportunity to prepare for either the scientific or classical course in college.

Columbus Day was celebrated with great enthusiasm. The movement inaugurated by the school authorities met with the most hearty co-operation of the city council, and of the entire body of citizens. Places of business were closed, public and private buildings were profusely and tastefully decorated and special trains were run for the accommodation of visitors from neighboring towns.

At the time appointed pupils from the different schools marched to the Main street school grounds, accompanied by members of the G. A. R., the honored guests of the school children. The interesting and varied exercises rendered were greeted with enthusiasm by the crowds that thronged the streets and adjacent buildings. All of the uniformed companies of the city, and about 2,200 school children participated in the parade. The line of march was extended as far as the new school building, the corner-stone of which was laid with impressive ceremonies.

The festivities of the day closed with a Columbian entertainment, given in the opera-house. The patriotic exercises presented by representatives from the different schools, and the music rendered by a large chorus of school children, were such as to reflect credit upon the faithful work of the teachers, and could not fail to impress lessons of patriotism upon the hearts of the children.

HORNELLSVILLE.

W. R. PRENTICE, *Superintendent*.

In regard to the Hornellsville schools, there is little that is new, or of special interest to report.

The work of the past year was much interrupted, and our attendance diminished, by the prevalence of diphtheria and scarlet fever. Our school-rooms were frequently fumigated, and neither disease became epidemic.

Of the forty-one teachers with whom we began the year, fourteen were entirely new to our schools.

This condition always retards the work, even if the new teachers ultimately succeed to our satisfaction, for the momentum of the previous year is lost, by necessary preparation in starting the new.

Attendance.

Our total attendance for the year in all grades was only 282,943 days, being a loss from the previous years of 7,781 days, although our registration shows a slight increase.

This loss is chiefly due to two causes, other than the prevalent sickness, both of which bring up problems of importance in school matters.

One of these is the movement of pupils to and from the parochial schools, and the other is the growing army of boys who do not

attend at all, or, at the most, for only a few days after registration. These are all confined to the lower grades, and there is absolutely no power in this town to keep them in.

Academy.

Our academic department has steadily increased in numbers, and the work has improved in quality. The attendance is most regular there showing an increase over last year.

We are, perhaps, singular among all the academies of the State in one particular, the small number of non-resident pupils. In our academic department we had but nineteen non-resident pupils during the whole year, and in all departments the non-resident attendance was but 4,332 days.

New Features.

A new feature in our intermediate grades is the introduction of measurements and accounts in place of so much work in abstract numbers. We find it much easier to interest pupils in these, and also that pupils of the fifth and sixth grades take to accounts as easily as do those in the academy. This work seems to possess a real value from the fact that so many boys leave school from these grades.

Libraries.

Six years ago we adopted the plan of dividing our library among the different schools, that the books might be equally accessible to all. This puts them within the reach of teachers for supplementary reading and reference in study.

The result has been an improvement in the quality of our written work, and more touching on the "topical" plan.

During the year we spent for books, maps and apparatus, \$840.39, and for supplies, such as paper, pens, ink, pencils, etc., \$364.54.

Other Changes.

Lack of room has driven us into what may become a permanent policy. The steady growth of the academic department has forced our preparatory work downward, until we have been obliged to finish geography in the sixth grade, grammar in the seventh, and arithmetic in the eighth. A few pupils do not accomplish this, but most of them do. Our ninth grade review arithmetic, and take up advanced English, history and physiology. We have found it possible to do this, and yet give as much attention as before to music, drawing, writing and literature.

This makes a tolerably complete course for those who can not remain in the academy, and we have not found it necessary to resort to "cram" to accomplish it.

Increased Accommodations.

Our citizens have met the need for more room, by authorizing the construction of a new eight-room building, which will be ready for occupancy by the 1st of April, 1894.

Our present school-houses are all of the old type. The new "Columbian school" will be a model of style and convenience.

Columbus Day.

At the beginning of the year, it was resolved by our principals to make the teaching of American history and patriotism a prominent part of the year's work. This was kept steadily in view during the entire year. The national flag was in every room, and our few national songs were taught to every child. Stories from American history were recited even in primary grades, and "Columbus day" was celebrated by a parade of all the schools. In the parade were representations of scenes from our national history, from the discovery of the continent to the civil war. All the girls wore liberty caps and all the boys carried flags. We think the interest then aroused can, in a measure, be sustained.

Statistics.

The total number registered was 2,183; the number of persons of school age residing in the district was 3,339, showing that a little more than sixty-five per cent of our entire school population were in the public schools during some part of the year.

The cost per pupil for instruction and supervision has been nine dollars and four cents on the whole number belonging and twelve dollars and seventy-three cents per pupil on the average attendance.

Problems.

The problems that trouble us most are these: What can be done for the large number of children who are not in school?

How can we convince parents that regularity of attendance is necessary, not only for advancement, but as a habit of life?

How can we avoid the constant loss from breaking in inexperienced and untrained teachers?

We find that even a good, thorough, normal training does not make the average young woman able to take a class of forty or fifty pupils and handle them successfully.

HUDSON.

WM. S. HALLENBECK, *Superintendent*.

The past year has marked some change in the condition and management of our schools.

The faithful historian is frequently called upon to record facts which from choice he would omit; but to make his history valuable he must be candid.

Candor compels me to say there are some conditions and facts true of our schools that I could wish were different, while there are other facts and conditions of which we are justly proud.

It is a cause for regret that we have not made our schools sufficiently attractive to induce a certain class of parents and pupils to avail themselves of their advantages; for true it is, that a few citizens take so little interest in the future welfare of their children, that with all the zeal of teachers and school authorities to secure the attendance of the indifferent, there is still a considerable number of those who do not attend any school; and still another class who while enrolled as members of either the public or parochial schools, are very irregular in attendance.

It is the first named class that gives us the most trouble, for it is that class that makes truancy attractive to those of the second class, who are most easily influenced.

The only remedy that suggests itself to my mind is the truant officer; but, right here we are confronted by the fact that we are not empowered to employ an officer to capture delinquents, and no suitable place of detention, had we the power to arrest.

These reflections lead me to but one conclusion, viz., that our legislators should enact more stringent compulsory attendance laws, and provide ample means for enforcing them.

We feel a just pride in our advancement in the direction of improved methods of instruction. Our teachers are all subscribers to educational journals, and the increased interest in our teachers' meetings, where methods and school management are discussed, is evidence of the profit derived from the study of pedagogy.

Teachers are beginning to realize that to make their profession honorable and profitable, and impress its importance on the public mind, they must organize, study, and discuss. Through the medium of teachers' meetings we are able to discover faults in teaching that must need correction, and improvements that are worthy of adoption. And, I have observed that those teachers who are most zealous in discovering and putting into practice improved methods of instruction and discipline, are the ones whose work meets with the greatest success, and is soonest

rewarded by promotion. Teachers' meetings are valuable aids to the superintendent and principals.

A special act of the Legislature of 1893 empowered the board of education to erect a new school building at Fourth street, which is a much-needed improvement, owing to the dilapidated and unhealthy condition of the old building. The plans and specifications call for the erection of a building that shall be first class in every particular. It is to be a three story and basement building, containing twelve class-rooms, a library, office, and an assembly hall with a seating capacity for 500.

In architectural appearance it will surpass any building in the city, and rival any brick structure in the State. It is to be furnished with single desks, thus insuring the health and comfort of the pupils and materially aid in the discipline. It is to be heated by the Fuller & Warren hot-air system, and particular attention has been paid to the general sanitary condition of the building.

The abandonment of the old building and rebuilding on the site, necessitated the holding of half-day sessions in sixteen classes. The morning session begins at 8.30 a. m., and closes at 12 m. The afternoon session begins at 12.30 p. m., and closes at 4 p. m., and giving to each of those classes three and one-half hours instead of five hours a day. We hope to be able to occupy the new building by January 1, 1894. We can then say that Hudson is as well equipped with new and modern school buildings and appliances as any city in the State; and her citizens can point with commendable pride to their liberality in providing for the education of the youth of their city.

During the past year, the trustees of the Hudson academy made a generous offer to the board of education and the city of Hudson; it being no less than the donation of the academy property to the city for school purposes. While it is not needed to meet immediate wants, owing to the rebuilding and enlargement of the Fourth street building, where ample provision has been made for the high school, yet its location, near the eastern limits of the city, where the population has increased faster than in any part of the city in the last decade, makes it reasonable to suppose that it will be needed in the near future to accommodate the residents of that locality. Would it not then be wise to accept the noble gift, and hold it for a time of need?

It is a building around which cluster many sacred associations to the citizens of Hudson, and which is closely identified with the history of the city. The only expense to incur in connection with its possession is a small outlay for insurance and necessary repairs.

Our schools, in common with city schools throughout the nation, celebrated Columbus Day by a parade and appropriate exercises at the opera house. The parade, while participated in by civic and military organizations, was under the auspices of the public schools; which turned out about 600 boys in procession. Considering the very limited time had for drill, the marching of the boys and the good order observed merited the generous applause they received. Each boy in line was furnished with an appropriate Columbus badge, commemorative of the day, and carried an American flag; making as fine a street parade as Hudson ever witnessed.

Arbor Day exercises were varied this year from former occasions. Heretofore, each teacher arranged a program for her own class, and exercises were being held in all the classes at the same time. The rooms were usually crowded with visitors, and there was much confusion in going from room to room, for many parents had children in different rooms, and wished to honor all with their presence.

This year it was decided to have each class contribute to a general program, and hold the exercises in the opera house. In the morning, an entertainment was given exclusively for the schools; and in the evening the public were invited. A large audience completely filled the hall, and if the applause expressed their appreciation, the people were well pleased. A pleasant feature of the evening program was the presentation of a beautiful flag for the Sixth Street school, by R. D. Lathrop Post, G. A. R. The presentation was made on the part of the post by Captain John V. Whitbeck, a former president of the board of education, and responded to on the part of the board by F. J. Collier, the present president of the board; and it was the unanimous verdict that two more eloquent, inspiring and patriotic addresses were addresses were never made from that platform.

The question of promotion still agitates the minds of teachers and in June the basis was changed so that pupils were required to pass in every subject on which they were examined instead of on an average.

The plan met with the approval of the teachers, as it brought to them a class symmetrical and well-balanced. While the plan adopted this year was a severe test, the result was a gratifying surprise.

Under the former plan of promoting on an average, where a pupil could attain a very high per cent in a favorite study, and a correspondingly low mark in another unsuited to their tastes or bent of mind, they proved a drag in every successive class to which they were promoted.

Another plan proposed, but which has not yet been tried, is to promote on the recommendation of the teacher, and subject to a written examination only those about whom the teacher has doubts.

This plan it seems to me has the merit of inciting to continuous and faithful work throughout the year; and relief from the preparatory cramming and anxiety of an examination; for while it is my purpose to discourage special preparation for final examinations, I am aware that teachers either consciously or unconsciously keep before the minds of their pupils the idea of a final test; upon the success or failure of which their names shall be published among the list of promoted, and receive the applause of admiring public; or left to the oblivion of the unpublished, not promoted column, a reproach to themselves and to their friends.

There was a slight falling off in the enrollment the past year, and a corresponding decrease in the attendance. We were able to report 8,000 days less half-days absence than in 1892. A gratifying result.

In the matter of truancy and suspensions for willful disobedience we were not so fortunate as in both there was an increase over 1892. Suspensions may be for two causes, willful disobedience and truancy. Whether it is advisable to extend a boy's absence from school when his offense is truancy, is a serious question. The fact that some boys vibrate between the public and parochial schools as their pleasure, or the character of the situation dictates, complicates the matter of authority over delinquents; for when called to account they inform us that they are now attending or are going to attend the parochial schools.

This is a matter that gives us no little concern. Aside from the discouragements which I have mentioned, I believe that our schools are on the right basis, and our teachers in their zeal and devotion to their work, average well with the teachers of the State.

ITHACA.

L. C. FOSTER, *Superintendent.*

Statistical.

Population of the city, census of 1892.....	13,420
School population, estimated	3,000
Number of days of school	192
Number of pupils registered in the public schools....	2,010
Estimated number enrolled in private schools.....	200
Average number belonging to all grades.....	1,595

Number of days' attendance.....	292,323
Average daily attendance.....	1,522
Number of regular teachers employed.....	38
Average daily attendance per teacher.....	40
Per cent of attendance	94.4
Receipts from annual school tax.....	\$20,547 85
Receipts from State appropriations.....	8,893 96
Receipts from tuition of non-residents.....	3,700 44
Receipts from all other sources	3,301 37
Salaries of superintendent and teachers.....	21,110 60
All other ordinary expenses of the schools.....	5,838 26
Cost per pupil of instruction and supervision, based on total registration	10 50
Cost per pupil of instruction and supervision, based on average attendance	13 87
Cost of text-books per pupil in average attendance..	62
Cost per pupil in average attendance for all other ordinary expenses	3 22
Total cost per pupil in average attendance for all ordinary expenses	17 71

General.

The registration and the average attendance for the last year both show an increase of thirty-one over the preceding year; but the increase in non-resident pupils was nineteen, hence there was an increase of only ten in the registration and average attendance of resident pupils. The number of teachers employed and the number belonging per teacher remained the same as in the year preceding; the average daily attendance per teacher shows an increase of one. The per cent of attendance shows an increase of nine-tenths, which indicates either that the general health of the community was better, or that our teachers were more successful in securing regular attendance on the part of their pupils. There was no general epidemic among school children during the year, if we except whooping-cough and measles. While there were a few cases of scarletina and diphtheria, very fortunately neither disease became general, as was the case in many localities. The number of deaths from these two diseases was much below the average.

The attendance of non-residents and the tuition received for such attendance, which have been steadily increasing at a moderate rate for several years, show a marked increase during the last year. This increase was limited almost entirely to the high school, the number of non-residents in that school going from 115 to 143, and the tuition received from them from \$1,909.45 to \$2,902.13.

For several years past the children of district No. 2, Ithaca, have been taught in the city schools, under a contract approved by the State Superintendent of Public Instruction. The same privilege was extended to the children in district No. 7 for thirty-two weeks of the past year. The board received for this service \$103 from the former district and \$103.46 from the latter. A similar contract has been renewed with each of these districts for all of the current school year, at an advance in payment to \$150 for district No. 2, and to \$200 for district No. 7.

Heretofore we have had a teachers' training class both terms of the year, but last year although an appointment was made for such a class for the second term, owing to a change of teachers and the crowded condition of the high school, it was deemed best not to undertake the work.

Examinations and Promotions.

The usual number of written reviews were held by the teachers during the year. These reviews are a valuable aid in instructing the classes, since they reveal the weak places in the pupils' knowledge and thus show the teachers what instruction should be given to correct the faults. The recorded results of these reviews furnished the most reliable evidence of the pupils' scholarship. Examinations given solely as promotion tests are of little value in the educational progress of the pupil. In view of this fact, such examinations should be limited in number and frequency, and avoided altogether whenever practicable. It has become a usage in our schools to exempt from examination tests for promotion at the end of the year, every pupil who makes an excellent record during the year in regular and punctual attendance, conduct and scholarship. About two-thirds of the pupils below the high school are excused from the examination under this rule. I very much regret that this rule can not be fully applied in the high school. But so long as the Regents' examinations are continued that will be impossible.

The High School.

The high standard of this department was fully sustained during the year. The crowded condition of the school, necessitating in many cases large classes, added materially to the labors of teachers, and required the employment of additional help during most of the year. The total registration was 419; the average attendance 312; the number of academic students 359; the aggregate attendance of academic students, 53,626 days; the number of graduates, including seven in the commercial course, sixty-two. A marked feature was the unusually large

number of special students preparing for Cornell University. The high school has become an important preparatory school for the university, and in this respect it is likely to continue its growth. As nearly as I have been able to learn forty young men and seven young ladies, in all forty-seven of last year's students, have entered the university this fall.

The results of the year's work in the high school are concisely given in the following table:

Number enrolled	419
Average daily attendance	312
Number of academic students	359
Number of successful papers in the Regents' advanced examination	1,195
Number of preliminary certificates	134
Number of intermediate and thirty-count certificates,	50
Number of Regents' diplomas	50
Number of graduates	62
Number of non-resident students	143
Tuition, appropriation from literature fund and for teachers' class	\$5,024 39

At the close of the year Professor Barto resigned the principalship of the high school in order to accept a similar position in Oak Park, Ill. Professor Barto rendered good service in the position that he had held for eleven years, and the high school prospered under his management. The vacancy was filled by the appointment of Professor F. D. Boynton, whose work during the first two months of this year shows that no mistake was made in his selection.

An addition to the high school building of four rooms is rapidly approaching completion, and the school will soon receive the relief it has long needed.

JAMESTOWN.

ROVILLUS R. ROGERS, *Superintendent.*

Statistical.

Number of pupils registered	3,356
Average daily attendance	2,515
Per cent of enrollment in daily attendance.....	75
Number of teachers teaching at the same time for thirty-two weeks or more	81
Registration in private and parochial schools	278

Financial.

Salaries of superintendent and teachers	\$36,918 15
Fuel	1,926 61
Library and apparatus	503 91
Janitors' salaries	1,230 38
Permanent improvements	4,968 64
Free text-books and supplies	1,203 57
Miscellaneous expenses	3,683 11
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Total cost of schools for year	\$53,439 37
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Average cost per pupil	\$15 92
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In addition to the above expenditures for the regular expenses of the schools the sum of \$33,392.45 has been expended, mostly within the year, for the purchase of sites and the erection of two school buildings thereon.

General.

Two circumstances interfered somewhat with the success of our schools during the year. One was the lack of proper accommodations during the first half of the year, and the other, an epidemic of diphtheria, which prevailed first in one and then in another portion of the city throughout the entire year. Notwithstanding these unfavorable conditions much good work was done, and, except in a few instances, the progress of the schools was not seriously interrupted.

The number registered shows an increase of ten per cent over that of the preceding year, but the epidemic above referred to reduced the per cent of attendance from seventy-seven per cent in 1891-92 to seventy-five per cent in 1892-93.

New Buildings.

During the year two new school buildings were completed and placed in use. These buildings were constructed after the same plan. Each has six school-rooms, fitted with forty-two single desks, and so designed to accommodate about 250 pupils. The buildings are conveniently and pleasantly located; externally, they are in good taste, and within, they lack but little of being model school-houses. The rooms are spacious, convenient, well lighted and properly ventilated. Altogether these buildings are a delight to their occupants and a credit to the city.

Free Text-books.

The text-books and school supplies are now furnished by the school authorities at the public expense. This plan has now been in operation for one year. Sufficient time has not yet elapsed to afford a satisfactory test of the merits and demerits of the system, but so far it has proved highly satisfactory. Most of the arguments usually advanced in favor of the system are found in our experience to be well grounded, and no serious difficulty has yet appeared. Our experience for the past year seems to throw some light upon the question of the effect which free text-books have upon registration and attendance. As our schools are organized, the burden of purchasing books has heretofore been especially heavy upon entering the seventh grade and again in the academic department. The following facts concerning the registration in these grades will be of interest in this connection:

From 1889 to 1892, inclusive, the entire registration of all the schools of the city increased about fifteen per cent. During this time the academic department remained practically stationary; in fact, the registration for 1889 was the largest for the four years mentioned. From 1892 to 1893, the entire registration increased ten per cent, but now the academic department, instead of remaining stationary as before, shows an increase of nearly twenty per cent. In the seventh grade, where, as above stated, the pupil has heretofore encountered a considerable expense for books, the change is even more significant. Here the increase in registration from 1892 to 1893 is about thirty-seven per cent. In the case last mentioned other circumstances should be held responsible for a portion of this increase, possibly for one-half of it, but even then the point appears to be clearly established that free text-books materially increase the registration of pupils in the higher grades. This same fact has been demonstrated in the experience of other schools where books and supplies are furnished at the expense of the people. In view of the fact that the higher grades now contain so small a proportion of the whole number of pupils, I regard this result of the free text-book system as one of the strongest arguments in its favor.

Methods of Promotion.

Another change of great importance was inaugurated during the year. The examinations heretofore held to determine the fitness of pupils for promotion have been abolished in all grades below the ninth. In this grade occurs the first of a series of examinations for promotion to the high school. In place of the examination the following system has been adopted:

Rules for Promotion.

1. At the end of the month each teacher shall make and record an estimate of the work of each pupil for the month, such estimate to be made upon the following basis:

100, equivalent to perfect, or nearly so.

85, equivalent to excellent.

70, equivalent to good.

50, equivalent to poor.

0, equivalent to failure.

This estimate shall include such studies as the superintendent may direct, and must not be based upon any special test or examination instituted for this purpose, but must express the teacher's judgment of the pupil's success in performing required work.

2. At the close of the school year each class teacher in the specified grades shall prepare a list of such pupils as she considers qualified to enter upon the work of the next higher grade, taking into consideration the monthly estimate referred to in Rule 1, and such pupils, upon the approval of the principal of the school and the superintendent, shall be promoted without examination.

3. Any pupil who is not reported for promotion shall have the privilege of an examination to determine his fitness for advancement, which examination shall be prepared under the direction of the superintendent by a committee of teachers from the grade which the pupil wishes to enter.

4. Nothing in these rules shall be construed to forbid written tests or reviews conducted as a means of instruction.

In accordance with these rules the promotions from grade to grade at the close of the school year were made upon the recommendation of the teachers. So far as yet appears, the advantages of the system greatly outweigh all objections. In fact, in our limited experience, no serious difficulties have appeared, and only in a few cases have the pupils asked for the privilege accorded in rule 3. It should be noticed that examinations are not forbidden, but only examinations as a test for promotions. We think that all the advantages to be derived from a written examination, can be secured by written lessons and tests without any of the evils which are unavoidably connected with set examinations.

Brief Mention.

Manual training.—The facilities of the workshop for boys have been greatly increased by the addition of new benches and a new outfit of carpenter tools. A three years' course in woodworking

is now given to about 300 boys taken from the seventh, eighth and ninth grades; in the seventh grade only one lesson per week can be given, in the eighth and ninth, two lessons per week. While the boys from a given school-room are taking their lesson in the workshop, the girls receive instruction in needle work and the like. We find that this work produces important results, and it is generally regarded, in the school and among its patrons, as a very valuable feature in our course of instruction. The manual training work of the first six grades is still given in the school-rooms by the regular class teachers.

High school cadets.—A military company under the name of the high school cadets is maintained under the direction of a competent drillmaster employed by the board of education. The boys are provided with uniforms and muskets, and have a regular weekly meeting for drill, either in the gymnasium or upon the school grounds. Great interest is manifested in this organization and its helpful influence is very apparent. It affords physical training of no small value, and the effects of the military drill and etiquette upon the morale of the cadets is very evident.

Columbian Day.—Columbian Day was celebrated by the citizens of Jamestown by public meetings, a parade, and a general cessation of business. In this celebration the public schools held an important place. In the morning, exercises were held in all the schools of the city in which detachments of the local Grand Army post participated. A prominent feature of these exercises was the raising and saluting of the flag. In the high school and upper grammar grades the pupils of nearly every room procured for themselves handsome flags for use in the parade and these have been retained as permanent decorations of the school-rooms. In the afternoon the school children of the city, to the number of 3,000, assembled in the Republican wigwam, where a short program was rendered, including an address by a member of the board of education, after which they joined in the parade. The children performed their part in the celebration with great enthusiasm, and there is every reason to believe that the time and effort were well expended. As showing that a difference of opinion does not necessarily preclude cordial relations, it is worthy of notice that the parochial school accepted the invitation of the board of education and united with the public schools in the public meeting and parade.

KINGSTON.

CHAS. M. RYON, *Superintendent*.

The following brief report of the public schools of the Kingston school district, for the year ending July 25, 1893, is respectfully submitted.

During the year thirty-eight teachers were employed, seven in the high school and twenty-nine in the elementary schools. A supervisor of drawing, another of singing, and a general superintendent of schools were employed, each of whom devoted the whole time, exclusively, to the work indicated above. The average term of service of all these teachers is about eight years.

On June 30, 1892, there were 3,123 persons between the ages of 5 and 21 years, residing in the district, and 3,411 on June 30, 1893. The number of residents registered was 1,843, and of non-residents 106, making a total of 1,949. The average attendance was 1,319, and the number of sittings 1,978.

The cost of teachers' wages and supervision was.....	\$23,012 50
For incidentals	7,814 37
And for reduction of building debt	847 02

Total disbursements were	<u>\$31,673 89</u>
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The district received from the Department of Public Instruction	\$7,497 88
From the Regents of the University	1,255 33
From non-resident tuition	1,346 50
From other sources than local school taxes	493 86

Making a total of receipts, exclusive of local school taxes, of	\$10,593 57
And from local school taxes	21,080 32

Whole amount of receipts was	<u>\$31,673 89</u>
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The assessed valuation of property in the district was	\$6,336,705
The estimated value of school sites	51,000
Of school-houses	126,000
Furniture, libraries and apparatus	9,000

Making a total of	<u>\$186,000</u>
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The average weekly salaries of teachers was thirteen dollars and sixty-seven cents; being for males, twenty-seven dollars and ninety-three cents, and for females, ten dollars and ninety-nine cents.

Based on the average daily attendance the per capita cost of tuition was twenty-three dollars and twenty-nine cents; on the entire number enrolled, fifteen dollars and seventy-two cents; and on the number of persons of school age, eight dollars and ninety-nine cents. Based on the daily average attendance, the cost of tuition in the high school was, for teachers' wages, thirty-two dollars and fifty-six cents, and for incidentals, ten dollars and forty-six cents; for both, forty-three dollars and sixty-two cents, and in the schools below the high school, for teachers' wages, fourteen dollars and sixty-two cents, and for incidentals, four dollars and ninety-two cents; for both, nineteen dollars and fifty-four cents.

The term charges for the tuition of non-resident pupils, were, for the primary and intermediate departments, three dollars; for grammar department, seventh and eighth grades, four dollars; for ninth grade, seven dollars; higher English, eight dollars; modern and ancient languages, ten dollars. The year schedule is forty-two weeks, and a term fourteen weeks.

The cost of the high school, with an average attendance of 210 pupils, was \$9,033.19, of which the sum of \$6,837.50 was for teachers' wages, and \$2,195.69 for incidentals; for the other schools the cost for teachers' wages was \$16,175, and for incidentals, \$5,440.66; total, \$21,615.66.

Of the cost of the former, fifty and four-tenths per cent, and of the latter, seventy-three and one-tenth per cent, is paid by local school taxes.

These schools comprise two departments, an elementary and an academical. In the former there are three primary, three intermediate and three grammar school grades, making a course of nine years.

In instructing the pupils in these grades reference is had (1) to the educational wants of the citizen whose school advantages must necessarily be limited to the elements of an English education, and (2) to those who will complete this nine years' course and take up one of the three courses of four years each, planned for the high school.

These are substantially the courses recommended by the Regents of the University and are (1), the English course, (2) the modern language course, and (3) the classical or college entrance course. There is a post-graduate course of one year.

This institution is conservative. The work in English has improved and the requirements for graduation have been raised.

The elasticity of the system is such that the more capable students complete the course in from one to three years less than the time indicated in the prescribed course. The graduates of the high school (Kingston Free Academy) usually enter the best colleges without conditions.

The teachers' training class registered during the two terms nineteen members, or different persons, the most of whom are teaching satisfactorily to their employers.

The requirements for admission to these classes should be gradually raised so that less time be given to the teaching of subject-matter and more to professional training. The standard of graduation seems to be high enough for the present requirements for admission, but it is too low for the most successful teaching. It is difficult to make teachers and their patrons understand that a thorough knowledge of a subject is necessary to teach it successfully.

A pedagogical library of about 160 volumes of carefully-selected books is provided for the use of teachers and students. In addition to this there is a miscellaneous library of about 2,600 volumes, a portion of which is made up of works of reference.

In the last ten years nearly 400 volumes have been added to these libraries, and there are good reasons for believing that the expenditure for them was judicious and profitable.

The schools are well supplied with apparatus, which is intelligently used by teachers and pupils.

Form study and drawing is taught with reference to mental and manual training, and incidentally to meet the requirements of the Department of Public Instruction and the office of the Board of Regents.

The Prang system is used and the work was directed and supervised by a lady trained in Pratt Institute. The present supervisor is a graduate of Cooper Union and last year she was assistant supervisor of drawing in the public schools in the city of Elizabeth, N. J.

Vocal music is taught in all grades by a special teacher and has been for about fifteen years. Nearly all pupils learn to sing and many to read music quite readily.

Physiology is taught in all departments in obedience to the State law and with beneficial results.

Mid-session out-of-door recesses are had with good results to both pupils and teachers. And work and play are to be better supplemented by more carefully planned and skillfully-conducted physical exercises. Much care is to be taken to make these a means of more perfect self-control as well as of physical and mental development.

The town is a healthful one; school sanitation is good, and sickness below the average. Last winter there were many cases of contagious diseases common everywhere to the life of childhood. Very few of these were fatal, but the progress of the schools was somewhat obstructed in consequence.

According to the sworn statement of the school census enumerator there were, on the thirtieth of June last, 983 persons of school age residing in this district who were unvaccinated.

The board of education is now endeavoring to secure the vaccination of such of these as wish to attend the public schools.

A retrospective view of the progress of these schools since their organization in 1863 leads to the belief that they have improved steadily since then, and that the school year just past is one of the most noteworthy for improvement in their history.

LOCKPORT.

EMMET BELKNAP, *Superintendent.*

Dear Sir.—I have the honor to submit the following with reference to the public schools of Lockport, for the school year ending July 25, 1893:

Estimated population of the city	18,000
School population, estimated	4,800
Total number of pupils enrolled in public schools..	2,832
Number of pupils under 16 years of age	2,450
Number of pupils, ages 16 to 21	382
Average daily attendance, all pupils, during the entire year	2,260
Per cent of average daily attendance, on monthly registry	95
Per cent of actual attendance, on total enrollment, entire year	79
Number of pupils enrolled in the high school	388
Number of pupils enrolled in commercial school ..	30
Average age of pupils in the high school, years....	16 2-3
Number of teachers regularly employed, all schools,	63
Number of pupils graduated from high school	26
Number of pupils graduated from commercial school,	6
Number of pupils who completed preparation for admission to the high school during the year	87
Value of all school buildings and sites	\$285,700 00
Expenditures for instruction, supervision, class-room supplies, and text-books for indigent pupils	32,566 74

Expenditures for all purposes, except permanent repairs and new improvements to school buildings and sites	\$43,749 89
Expenditures for all purposes, including repairs and new improvements	49,070 10
Receipts from State appropriations	11,023 63
Receipts from city school tax	34,000
Total receipts from all sources	49,449 30
Actual expenditure for instruction and supervision, per pupil enrolled	13 79
Actual expenditure for the above purposes, on basis of average daily attendance	14 59
Actual expenditure, per pupil, for all purposes, on basis of average daily attendance	21 71

The above enumeration includes statistical items such as I have sometimes found convenient for reference in making comparisons of the progress and economy of school work in different cities. Our expenditures for educational purposes includes one considerable item that does not usually occur in the disbursements of boards of education in cities. In many cities all city taxes for street lights, water and street improvements, which are assessed against public school property, are paid by the common council out of the general city funds. Here they are paid by the board of education, as required by city charter and special school act.

Lockport has not in any way relaxed effort to maintain and to improve her public schools. The public school enrollment and attendance above reported, in an industrial city of this size, indicates how generally the children of school age are under regular instruction. Probably 500 others attended parochial and private schools. Bearing in mind the fact that, in this city, school textbooks are not furnished free, except to indigent pupils, and that no compulsory school attendance law is enforced, the above school attendance is worthy of notice.

During the two years past the number of children seeking first admission to school has been very unusual. In 1892-93 it was so large that the proper classification and instruction of the lower primary grades was almost impossible. In buildings having an enrollment of about 350 pupils, where there was formerly but one first primary grade teacher, there are now two or three.

At the present time upward of thirty-six per cent of the entire school enrollment is in the two lowest primary grades. These are being taught by a total of seventeen teachers, whose average

enrollment is sixty-nine pupils each, though none of them are permitted to have the care and instruction of so large a number during the same school hours.

An additional school was established in February last, by transferring all the seventh grade classes of the city and the sixth grade of district No. 3, to the old union school building. This is now known as the intermediate school. Every building we now have is fully occupied, and another primary building is needed in the west part of the city. The third story of the Washburn street school is no longer used for school instruction.

A heroic effort was made last year to hold in regular attendance and to advance all pupils enrolled. All appropriate school incentives were used to that end. Truancy and its attendant evils were a constant study and a continual obstacle. The endeavors of teachers to awaken the indifferent and to reclaim the seemingly incorrigible were worthy of unstinted praise and were in some measures successful. Such work is not pleasant and is perilously exhausting. But few suspensions were made, and but four prolonged exclusions occurred. But the year's work of the majority, both of teachers and pupils, suffered somewhat in consequence, if indeed some schools did not suffer moral injury, by the presence and example of a small number of excludable pupils to whom we could do but a relatively small amount of good. It has caused me to conclude that, for the sake of the greatest good to the greatest number, something more and different from the occupations and discipline of the ordinary school is required for the training of the abnormal children of abnormal parents, who continually recruit the ranks of the lowest orders of the social commonwealth; and that, in the absence of unusual aids, exclusion is expedient.

For a good many years the custom of half-day attendance only, during the first two years of school life, has been followed here. This is, perhaps, well during the first year, if pupils enroll at the age of 5 or 6 years, but even then it seems to foster truancy. We have discarded the practice as far as school accommodations will permit, and nearly all now attend both sessions of the day within six months from date of first admission. In two schools they do so from the start. Investigation of a large number of cases of habitual truancy has shown that nearly all were well started before the child passed from the lowest primary grade.

It appears to me that manual training, as a prescribed course in two schools of this city, with opportunity for the assignment of certain pupils to them from other schools, and from them to other schools, would be an ideal arrangement.

Form-study and drawing is exerting, as was expected, a beneficial influence. Valuable in and for itself, it is, if it and its true purpose are understood and if rightly and discreetly employed and applied, a helpful modifier of methods of study and instruction in other branches. If misunderstood and misapplied, it may be as mechanical, desultory, depressing and unpractical as any other branch of school work. It adds one more opportunity for cultivating dormant or latent individual gifts — one thing of difficulty in a city school system — and it is a delight to observe the mental awakening, power and happiness in other work that it brings to some boys and girls. It is also pleasant to conjecture what it will lead up to in their lives.

I note a growing taste and habit of systematic reading of good and appropriate literature by school boys and girls. We have made some efforts in this direction and shall continue and extend them. The principal of the high school, Dr. Hayward, has arranged a carefully-thought-out course of required and suggested reading for the entire four years' course, out of and around which the systematic work in English composition is chiefly being done. We wish to extend this plan in the grammar and other grades.

The question of the introduction of vocal music is now awaiting decision by the board of education. Citizens have expressed their desire for it in a petition to the board, and a favorable report has been submitted by committee. How to provide ways and means for carrying this additional feature, in connection with all others, is a problem.

The public schools of Lockport carried out the general plan of the national committee, for the appropriate observance of the 400th anniversary of the discovery of the western continent by Columbus. The celebration of the day was preceded by systematic teaching and narration. The celebration kindled the liveliest interest in all, and was the most enthusiastic and influential school observance of an event that we have ever experienced. The Columbian year was an inspiring one for schools.

Arbor Day was celebrated as usual. Our school grounds are already sufficiently adorned with shade trees. The high and grammar schools had their fifth observance of the day with tree-planting in Prospect park, at Niagara Falls. The ornamentation of the grounds of our new union school is in charge of a landscape gardener of Buffalo. About 270 trees, plants and shrubs were set during the early spring, but many of them have not lived, and are to be replaced.

In April the union school district library was transferred to a board of public library trustees, incorporated as the Lockport free

public library, under the new State Public Library Law, recatalogued, increased by a considerable purchase of new books and made open to the public daily. There are now about 800 names of citizens on the list of those receiving books, which indicates that books are drawn and read by the members of about 600 families. The books of the Evans' Memorial Reference Library—composed of specially valuable works of reference—are also kept in the public library-room and are accessible to the public. Our school libraries are fairly adequate, and are in continuous use.

The schools have been inspired and aided by the quarterly visits of the visiting committees of the board of education. A large number of visits by parents and citizens occurred during the year, and, on patrons' day, teachers and pupils entertained about 1,200 visitors.

The city teachers' association held regular and special meetings throughout the year that have been invaluable in the cultivation of friendly acquaintance, sympathy and unity of purpose, and in a broader, more definite, ideal of professional spirit and work. In addition to the regular work of the association we were able to secure addresses by a number of eminent educational authorities.

I am under renewed obligation to the people of this city, the board of education, the teachers and the pupils for so earnest endeavors put forth with patient zeal, and to yourself and your assistants for encouragement and courtesies extended to us in our work.

LONG ISLAND CITY.

JOHN E. SHULL, *Superintendent*.

General.

My term of service here began in July last, hence, in making this brief report concerning school affairs, I must rely, in the main, upon hearsay.

The present board of education has held office since January last, and is composed of gentlemen earnest and intelligent in the discharge of their duties, and intent on securing results that shall justify the large outlay of money which the people cheerfully furnish.

Accommodations in the way of buildings and furniture were not all that could be desired, but there was hope for the next year. A magnificent brick building, complete in all its appointments, and such as any city might well be proud of, would then be ready for use.

The working force consisted of an able superintendent and staff of principals, a rather small number of teachers, who had had special training, a large number who had well learned the art from long and varied experience in the school-room, and a goodly company who had everything to learn when they began the work of the year.

It is only fair to state that a fair proportion of the last class of teachers soon learned to do acceptable service.

Taking all circumstances into account, a good degree of progress is reported as having been attained during the year.

The board of education placed the system under the jurisdiction of the Regents of the University, and with only about two weeks' notice, the examinations in all the preliminary, and several of the advanced branches were taken.

While the results were not such as may be expected in the future, when teachers and scholars will know the requirements, still the number of certificates and pass-cards obtained is quite respectable.

The work in English was not so thorough nor so extended as modern demands would require, but the hopeful signs are that this fact is well known and regretted, and that measures were taken to get something better next and succeeding years.

With this and other aims in view, a new and improved course of study was adopted, to go into effect upon the opening of the new school year.

The high school numbers about 125 scholars. It was obliged to occupy quarters that were neither convenient nor comfortable, but it was very fortunate in having a corps of instructors of exceptional ability and devotion.

The population of the city is about 40,000, and it would seem that its high school ought to be very much larger. We hope for rapid growth in the future, in spite of the fact that very many of our young people feel unable to take the time for the high school course.

It is getting to be too much the fashion that the value of intellectual training is measured by the dollar-and-cents standard. Education, besides fitting boys and girls to become bread-winners, ought to fit them to live intelligently amid their surroundings.

Four evening schools were in operation during part of the year. The general opinion seems to be that they were not productive of very much good. Just why this should be the case is difficult to decide.

MIDDLETOWN.

JAMES F. TUTHILL, *Superintendent.*

Statistics.

Population of the city (estimated)	13,000
Number of children of school age (census)	3,275
Number of children enrolled during year	1,974
Average number enrolled each day	1,464
Average number in daily attendance	1,392
Per cent of attendance	95
Whole number days' attendance	267,259
Number days' school	192
Number teachers employed	40

Academy.

Number pupils holding preliminary certificates ...	180
Average daily enrollment	114
Average number in daily attendance	108

Financial Report.

Expended for teachers' wages	\$17,149 81
Other expenses	12,706 75
Total	\$29,856 56

The statistics of attendance show a gain in each item. The average has much improved, being now about ninety-six per cent of the number enrolled. The cases of tardiness have been reduced to one-third the number we had formerly.

The behavior of pupils, as a whole, has much improved. After a five or six years experiment without corporal punishment, during which time the unruly element grew steadily more disobedient and insolent, the power of corporal punishment was restored. While it is not often used and never against the wishes of parents, suspensions are less frequent as a result, and the epidemic of disobedience and impudence is not only very much on the wane, but has nearly disappeared. When communities are able to govern men without punishment, the schools will have no use for it.

The attendance this fall has increased so much that, after opening two new annexes, we are still unable to accommodate all desiring places in the schools. The increase is largely in the primary department. It is a matter for regret that these children have not had the advantages of good kindergarten

training. Notwithstanding the addition to one of our schools during the year, it is evident that a new building is a pressing necessity.

Large additions have been made to our scientific apparatus and academic library. Our science department has been reorganized, a laboratory having been fitted up for work on the experimental plan. The record of Regents' examinations during the past year shows a gain in the whole number of those passing and in the proportion of the classes passing.

Our reading course has been revised to end in higher grades with masterpieces of English literature rather than fifth readers. Some of the books in use are Irving's "Sketch Book," "Alhambra," Dickens' "Christmas Carol," Warner's "A Hunting of the Deer," Longfellow's Poems, Hawthorne's "Tangle-wood Tales," etc.

The subject of music has been introduced in all grades below the academic during the past year. Substantial progress in the rudiments of the art is apparent already. We have been able to do this without displacing any other subject from our list. The study has proved not only an excellent mental discipline, but interesting and pleasurable as well.

Some changes have been made in the faculty of our schools.

Realizing that by far the most important element in making good schools is good teaching, we have engaged only those teachers to fill vacancies who seemed to have all the necessary qualifications for successful teaching—ability, education, training and experience—and we have been unusually fortunate in our selections. As a consequence, I am able to report, with very little qualification, that good, thorough work is being done in every department and subject.

MOUNT VERNON.

A. B. DAVIS, *Superintendent.*

The office of superintendent of schools has been but recently created in this district. The city of Mount Vernon contains within its corporate limits portions of three other districts, to the educational affairs in which the subjoined report does not apply. Efforts are under way looking towards the consolidation of our school interests and the establishment of a much-needed city high school.

The school population of this district has increased, during the past ten years, from 783 to 1,736, and the average daily attendance shows an increase as rapid. We have one commodious brick building, containing the rooms of the board of education, an excellent library of 1,700 volumes, an assembly-room, capable of seating 500 pupils, and eighteen class-rooms. This building has recently

been thoroughly renovated and is now in very good condition. A new school-house, costing, with its site, \$41,000, is in process of construction, and will probably be ready for occupancy by January 1, 1894. It will contain eight class-rooms and a spacious assembly-room. Great care has been taken to make this building a model one in all respects, and it will be highly creditable to the community which authorized the necessary expenditure of money for so worthy a purpose. Its erection will furnish the much-needed relief for our present crowded class-rooms.

During the past year, the first of my labors in this section of the State, my time has been largely devoted to a reorganization of the school and to the preparation of a course of study. The school has been brought under the supervision of the Regents, insuring a definite standard of scholarship. Public occasions have been numerous and enjoyable. A school exhibit, given near the close of the year and showing the regular work of the different classes, awakened much interest and enthusiasm. Our graduating class consisted of nineteen members, and their commencement exercises were the subject of much favorable comment.

It is a pleasure to acknowledge the unstinted and cordial support which I have received from assistant teachers, members of the board of education and the community at large, and to thank the Department of Public Instruction for many favors granted.

NEWBURGH.

R. V. K. MONTFORT, *Superintendent*.

In accordance with your request I respectfully submit the following report:

In 1889 there were employed in the public schools of Newburgh seven persons who had received professional training; in 1893 there are twenty-seven. This increase has arisen from the preference given in the appointment of teachers to normal graduates. As a still farther inducement to our graduates to attend a normal school, the board has this year embodied the following provisions in its by-laws: "All teachers who have completed a full four years' course of study in our academic department, and who have been graduated with an average of not less than seventy-five per cent in any study, and who have afterwards been graduated at a normal school, after a two years' course, shall receive \$450 per annum on appointment, and shall be subject to dismissal only for cause. Normal graduates who have been graduated from our schools after a three years' course, with same average as above, or who have been graduated after a one year's course at a normal school, shall receive \$400 on entrance. This amount shall be increased to \$450 at expiration of two years, if work has proved satisfac-

tory. Substitute teachers shall receive \$300 on appointment as regular teachers. This amount shall be increased fifty dollars at the expiration of first, third and fifth years. Teachers of the second and third classes must receive a new appointment with each increase of salary."

In order to lessen the nervous strain which bears so heavily upon our best pupils at times of annual examinations, causing much unnecessary anxiety and suffering, the following plan has been adopted for the present year:

Any pupil who has attained a general average of ninety per cent during the year, and who has not fallen below eighty per cent in academic, seventy-five per cent in grammar, or seventy per cent in primary department, in any study, shall be relieved from all examinations at close of year. Any pupil who has attained the required general average, shall be exempt from examination; in any one or more studies, in which he has reached the average required.

In making the general average, attendance, punctuality, deportment, neatness and expression shall be considered.

Recitations shall not be marked, but averages must be based on weekly reviews. In order to give opportunity for neatness and correct expressions of thought, these reviews are to be shortened. This last provision is made in part to meet the demand for better English in our schools. In all recitations and reviews, oral or written, the teachers are required to see that the thoughts of the pupils are expressed accurately and clearly in the best language possible for pupils of the grade.

We do not believe that expression can be neglected through all the lower grades and be successfully taken up as a branch of study at the close by means of a suitable text-book.

NEW YORK.

JOHN JASPER, *Superintendent.*

I have the honor to transmit herewith the financial and statistical report for the year ending July 25, 1893, together with other information in relation to the schools of New York city.

Financial Statement.

During the year the total amount of money received and expended by the board of education for common school education was \$5,631,092.24.

The expenditures in detail were as follows:

Teachers' wages	\$3,292,467 96
For school apparatus and libraries	199,000 06

For sites, buildings, repairing and furnishing
school-houses, etc\$1,519,546 42

For all other expenses, viz.:

For fuel and preparing the same for use 113,915 43

For building fires and sweeping and otherwise clean-
ing school-houses 161,307 18

For salaries, other than those of teachers, for
the following purposes, viz.:

Officers, clerks, superintendents, truant officers,
work-shop, clerks to trustees 107,704 42

Sundries 237,150 77

\$5,631,092 24

The aggregate school tax raised by the State for the year
beginning October 1, 1892, was \$3,931,741.50, of which amount
New York city paid \$1,788,866.72.

The entire amount of moneys apportioned to the city of New
York, in accordance with the laws of the State, was \$706,137.37.

Number of Schools.

The classes of schools and the number of schools in each class
are shown in the following table:

Grammar school for males	48
Grammar schools for females	48
Grammar schools for both sexes	16
Primary departments of grammar schools	87
Primary schools (separate)	37
Corporate schools, industrial schools, reformatories, orphan asylums, etc	1
	<hr/>
	314
	<hr/>

In the new schools and additions to schools erected during the
year there are 6,870 sittings for pupils. By reason of the erec-
tion of a new school a leased building was given up. Although
the number of pupils and teachers has increased greatly during
the last fifteen years, the number of schools or departments has
not increased in equal ratio. This condition of affairs has been
brought about by consolidating small schools in the same
neighborhood and by uniting small departments in the same

school building. During the school year one primary department was consolidated with a grammar department, thus forming a school in which the fourteen primary and grammar grades are taught; also, a primary school was consolidated with a neighboring primary department.

Daily Average Attendance.

The following table gives the daily average attendance in each class of schools; also, the number of teachers employed during the years 1892 and 1893:

Schools.	Average attendance.		No. of teachers.	
	1893.	1892.	1893.	1892.
Grammar schools	56,118	53,760	1,918	1,895
Primary departments and schools	87,630	87,075	2,103	2,115
Evening schools	11,344	12,197	477	495
Corporate schools	11,465	11,481	219	222
Nautical schools	53	54
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Total	166,610	164,567	4,717	4,727
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Licenses of Teachers.

During the school year the board of education restored the requirements for a teacher's license to an average of seventy-five per cent in the examination, but they retained the standard of eighty per cent in spelling and eighty-five per cent in grammar and arithmetic. It was found upon trial that the standard of an average of eighty-five per cent for an examination in the thirteen subjects on which candidates were tested was too high.

Course of Study.

Toward the end of the school year a revision was made in the course of study for the first (highest) grammar grade. There is no academy or high school in the educational system of this city, but there are two free colleges—the College of City of New York, for boys, and the Normal College, for girls. Although these institutions are very large, they can not accommodate all who apply for admission. Furthermore, many of those who do apply would prefer a course leading more directly to business. To relieve the pressure upon the colleges and, at the same time,

to meet the wants of those not desiring a collegiate education, the board of education adopted the following courses of study for classes of the highest grammar grade:

First Grade — First Year.

a. For those desiring to enter the city or the normal college:

1. English.—Six hours per week. Reading.—Standard authors, including poetry and fiction. Elocution.—Selections of from fifteen to twenty-five lines to be memorized and recited or declaimed, each pupil to deliver at least six selections during the year. Words.—Meaning, use and spelling. Compositions.—Including letter-writing, at least once each week. Grammar.—Analysis of simple, complex and compound sentences continued. One exercise each week to be the criticism and correction of composition.

2. Arithmetic (written and mental).—Four hours per week. A review of the business arithmetic of the preceding grades; also, exchange, equation of payments, averaging accounts, partnership, mensuration and square and cube roots.

3. Penmanship.—One hour per week. Paragraphs, business forms, letter-writing and business correspondence continued. One exercise each week to be the writing of composition. Writing from dictation.

4. History of the United States.—One hour per week. Historical supplementary readers.

5. Geography.—One hour per week. Geographical supplementary readers.

6. Form and drawing.—One hour per week (drawing freehand); original designs for industrial purposes; historic ornaments; from the model prism (hexagonal and octagonal); groups of solids. The remaining time per week to be distributed at the discretion of the principal.

b. For those not desiring to enter either of the colleges:

1. English.—Eight hours per week. Reading.—The later American and English standard authors in prose and verse, with short biographical sketches of the more important ones. Elocution.—As in subdivision a. Words.—As in subdivision a; synonyms.—the discrimination of forty sets whose meanings are frequently confused. Composition.—As in subdivision a, with business correspondence. Grammar.—Analysis and synthesis of sentences; the law of syntax in connection with the criticism and correction of compositions.

2. Arithmetic.—Two hours per week; as in subdivision a.

3. Bookkeeping.—One hour per week; details as prescribed by committee on course of study.
4. Geometry.—Three hours per week; Hill's lines, angles and triangles.
5. Civics.—One hour per week; Dole's (by reading and talks).
6. Commercial geography.—One hour per week; Tilden's commercial geography, complete excepting foot-notes.
7. History of the United States.—One hour per week; by use of supplementary historical readers.
8. Drawing.—Two hours per week, as in subdivision a; also mechanical; elements of architectural drawing.

First Grade — Second Year. Supplementary Course.

For those not desiring to enter either of the colleges:

1. English.—Eight hours per week. Reading.—Earlier English authors (seventeenth century) in prose and verse, with short biographical sketches of the more important ones. Elocution.—As in subdivision a. Compositions.—As before, and including critical essays on books read at home. Words.—As before. Grammar.—In connection with the reading and compositions, with study of style.
2. Bookkeeping.—Two hours per week; details as prescribed by committee on course of study.
3. Geometry.—Three hours per week; Hill's plane geometry completed.
4. Physics.—Two hours per week; Shaw's.
5. History, general.—One hour per week (text-books).
6. Phonography.—Two hours per week; details as prescribed by committee on course of study.
7. Drawing.—Two hours per week; freehand and mechanical, continued.
8. German or French.—Two hours per week; begun or continued.

Limitations of First-grade Classes.

The course prescribed in the three divisions of the first grade shall be taught in separate classes, and no class shall be formed in either division of the first grade with less than twenty-five pupils qualified to enter it, nor be continued after the end of any year in which the average monthly attendance shall fall below twenty. In all cases of schools which can not maintain the three divisions of the first grade, the committee on course of study and school books shall have power to decide which division or divisions may be taught in any school, to the end that the system may be as uniform as possible throughout the city.

Physical Exercise.

The school regulations have required that attention should be paid by teachers to the physical welfare of the pupils and that calisthenic exercises should be given, but it was not until a very recent period that systematic physical exercise was adopted. This has been introduced into ten different departments and there are employed at the present time two "instructors of physical exercise." At the time of the introduction of the new plan the same series of exercises was adopted throughout a school; no apparatus being used. As time passed the several grades were drilled in appropriate exercises, and finally the following arrangement was reached:

For the primary departments:

Sixth grade.—Calisthenic drills, Nos. 1 and 2.

Fifth grade.—Ring drill, No. 1.

Fourth grade.—Wood dumb-bell drill, No. 5.

Third grade.—Short wand drill, No. 2.

Second grade.—Anvil chorus dumb-bell drill.

First grade.—Indian club drill, No. 2.

In the grammar departments:

Eighth grade.—Calisthenic dumb-bell drill, No. 4.

Seventh grade.—Wood dumb-bell drill, No. 3.

Sixth grade.—Short wand drill, No. 1.

Fifth grade.—Wood dumb-bell drill, No. 2.

Fourth grade.—Bell-bar drill, No. 2.

Third grade.—Wood dumb-bell drill, No. 1.

Second grade.—Advanced bell-bar drill, No. 1.

First grade.—Advanced Indian club drill, No. 1.

Besides the lighter forms of gymnastic apparatus, the schools are supplied with heavy apparatus, consisting of parallel bars, horizontal bar, vaulting bar, horse, buck, ladders, chest bars and jumping stands. Very little has been done on the heavy apparatus as yet, but the plan is to arrange graded work for the higher grammar classes on the same basis as that on which the lighter work has been graded.

Kindergartens.

During the school year classes of the seventh primary grade (kindergarten) have been formed in seven schools. These schools are located in different parts of the city, and they have been selected not only because they have rooms suitable for kinder-

garten exercises, but also because it was desired that the experiment of introducing distinctively kindergarten classes should be tried under varying conditions. The classes are now fairly started under the instruction of intelligent and earnest teachers, but they have not been in operation long enough to justify any expression of opinion as to their full educational influence.

The regulations governing the selection of teachers for these classes are established by the committee on course of study of the board of education. The committee, after mature deliberation, concluded that, if these classes were to be regarded as parts of an educational system and not of the nature of nurseries, the first requirement for the teachers was an education. In fact, no action taken or suggested by the board of education seems to look upon the matter in any other light—the standard of requirements for teachers of these classes should not be less than the standard for persons teaching the lowest of the regular primary grades. Hence, the committee on course of study required all candidates to secure, in the first place, the ordinary teachers license and then to show their familiarity with kindergarten principles and methods. To compensate them for their extra attainments and peculiar fitness for this work, each teacher of these classes receives sixty dollars a year in addition to the regular salary she receives as an assistant teacher.

Discipline.

Many inquiries are made in relation to our system of discipline. These inquiries are made principally because our school regulations forbid the use of any form of corporal punishment, and great interest is manifested in the practical results of this radical departure from the ordinary methods of school discipline.

The first step toward the abolition of corporal punishment in the New York schools was the enactment of a by-law by the board of education, forbidding the infliction of corporal punishment by any teacher except the principal or, in his absence, the acting principal. It was further provided that each principal should report to the city superintendent the name of each pupil punished, and the number of blows inflicted. The necessity for making this report reduced very greatly the amount of corporal punishment that was administered.

Finally, a little more than twenty years ago, the board of education enacted a by-law prohibiting all forms of corporal punishment. Any teacher found guilty of a violation of this by-law is liable to a penalty of forfeiture of salary of not less than five nor more than thirty days, or dismissal from school.

The highest penalty for offenses on the part of pupils is suspension. A pupil suspended from a school can not be admitted to that school or to any other except by action of the board of school trustees of the ward, or by direction of the city superintendent of schools.

The discipline of the schools is far better than it was in the days of corporal punishment. The absence of serious offense may be judged from the statement of the fact that with nearly 150,000 pupils present on each of the 200 school days, less than sixty suspensions took place, and of the pupils suspended the greatest number were restored to school before the close of the year.

Conferences with Teachers.

In conformity with the by-laws, meetings of the principals and assistant teachers with the city superintendent's department, are held in different parts of the city. The meetings with the principals are "for the purpose of conference, advice and instruction relative to their duties in the management of their respective schools," while those with the assistant teachers are "for the purpose of conference, advice and instruction relative to their duties and for the purpose of discussing and teaching methods of instruction." Each principal and each teacher is required to attend at least two of these conferences each year, but the records show that many attend others besides those at which their attendance is compulsory. For the purpose of systematizing the conference with the assistant teachers, the city has been divided into six districts, each district having a central point of meeting; and the teachers of the district are divided into four sections, as follows: Lower three primary grades, upper three primary grades, lower three grammar grades, and upper five grammar grades. This arrangement calls for forty-eight regular conferences with the assistant teachers.

The conferences with the principals have generally been so conducted that there were three divisions—male grammar principals, female grammar principals and primary principals.

In addition to the meetings already noted there were held several conferences at which one of the assistant superintendents gave instruction in methods of paper-folding and cutting, mechanical drawing and clay-modeling.

The various official conferences described above do not express the sum of educational discussion among the superintendents and teachers. At each visit of the superintendents to schools question present themselves which call for special consideration,

and in all well-regulated schools notes of suggestions are made by the several teachers and are afterwards considered at a meeting of the teachers. Furthermore, principals of schools assemble their teachers, in many cases at stated intervals, to consider matters of instruction and discipline.

The principals and teachers have formed associations in such a way as to permit the ready consideration of all matters of interest to them in connection with the pursuit of their profession: A general teachers' association; male principals; female grammar principals; primary principals; primary teachers; society of pedagogy (a general organization); an association formed from male assistants; and an association of the female grammar assistants.

Evening Schools.

The evening schools are of three classes: Evening high schools, evening schools for seniors and evening schools for juniors. They are for the benefit of those whose ages or avocations will not permit them to attend day schools.

There are four evening high schools; the term commences on the first Monday in October and continues through 120 evenings of actual instruction, each evening being divided into two sessions. The course is an eclectic one, comprising the following subjects:

No pupil is permitted to pursue more than two subjects in the same term.

During the term 1892-1893 the whole number of pupils registered in this class of school was 5,801, and the average attendance was 2,550.

The term for the other two classes of evening schools begins at the same time with the evening high schools but continues for ninety evenings only.

The evening schools for seniors, nine in number, are intended for pupils over 16 years of age, while the evening schools for juniors, sixteen in number, admit pupils between the ages of 13 and 18 years. In the former class of schools the plan of instruction is like that in the evening high schools, but the selection is limited to the following subjects: Reading, including spelling, definitions and historical readings; arithmetic, penmanship, bookkeeping, composition, drawing, phonography. In the latter class of schools the pupils pursue a graded course of study arranged in eight grades. In the evening schools for seniors and for juniors classes are formed for the instruction of foreigners in the English language.

The following table of statistics for the last term will be found interesting:

	Male senior.	Female senior.	Male junior.	Female junior.	Mixed.	Total.
Whole number of pupils on register	5,461	3,122	10,491	5,176	621	24,871
Number over 13 and under 16 .....	.....	.....	2,994	2,438	218	5,650
Number over 16 and under 18	1,929	1,497	2,265	1,706	240	7,597
Number over 18 and under 21	1,316	881	1,669	803	82	4,751
Number over 21	2,216	744	3,563	229	121	6,873
Largest number in attendance at any one time.	3,066	1,694	4,537	3,379	506	13,182
Average attendance for the term	1,756	1,221	3,019	2,525	273	8,794
Number that attended less than one month ..	1,746	808	4,060	1,279	179	8,072
Number that attended full term	1,086	1,121	1,500	2,195	211	6,113
Number who have received certificates this term.....	839	676	1,598	1,619	140	4,872
Number admitted that could not read	69	94	1,502	1,374	21	3,060
Number admitted that could not write.....	90	94	1,315	1,223	35	2,758
Number admitted that had previously attended grammar schools.....	2,142	1,108	2,021	1,800	320	7,391
Number admitted that had previously attended primary schools.....	436	509	626	854	45	2,469
Number of pupils suspended or discharged for misconduct.....	1	.....	16	.....	.....	17
Number of German pupils studying English..	1,239	729	2,698	1,154	155	5,975
Number of other foreign pupils studying English.....	723	467	4,258	997	25	6,470
Number of pupils studying reading.....	1,068	684	.....	.....	.....	1,752
Number of pupils studying arithmetic.....	1,870	582	.....	.....	.....	2,452
Number of pupils studying composition.....	342	355	.....	.....	.....	697
Number of pupils studying penmanship	1,367	807	.....	.....	.....	2,174
Number of pupils studying bookkeeping	664	557	.....	.....	.....	1,221
Number of pupils studying drawing.....	355	46	.....	.....	.....	401
Number of pupils studying phonography	196	410	.....	.....	.....	606
Average attendance of foreigners studying English	639	412	1,837	915	62	3,865

Compulsory Education.

Although the present law in relation to compulsory education is not satisfactory in all its provisions, yet the people of New York city have reason to be thankful for the results of efficient enforcement of the law as it now stands.

There are twelve agents of truancy employed by the board of education, and two officers are detailed by the board of police commissioners to co-operate with the agents. All of these are under the control and direction of the city superintendent of schools. During the school year nearly 50,000 visits were made to homes, schools, factories, etc., and more than 15,000 cases were investigated and closed.

The board of education, through a committee, had under consideration the matter of the revision of the "Compulsory education act," and adopted a report favoring the limiting of the period of compulsory attendance to the ages of 8 to 12 years.

Columbian Celebration.

On Monday, October 10, 1892, the public schools of New York city took part in the "School and college parade" that formed an important feature in the "Columbian celebration." Every

grammar department containing boys furnished its quota, and no less than twenty regiments were organized and paraded as the public school division, which headed the column; the reports from the schools show that the number actually taking part in the parade of this division was 10,220. The excellence of appearance and the thorough discipline of the representatives of our school system were attested most fully in the press accounts of the exercises of the day.

On the stand erected at Reservoir square, 1,680 girls, selected from female grammar departments, were arranged in seven sections; by means of appropriate caps and capes they formed a representation of an American shield and six American flags. During the passing of the procession of schools and colleges the girls sang a selection of patriotic songs.

Friday, October twenty-first, was the day which had been recommended to the entire country for "a national public school celebration of Columbus Day," but by action of the board of education the schools were closed on that day, and the exercises in the schools were held on the twentieth. Three hundred thousand copies of the general program, prepared under the direction of the committee appointed by the department of superintendence of the National Education Association, were purchased and distributed amongst the schools under the jurisdiction of the board of education. This program was followed as closely as the conditions of our city schools would allow, and at the same hour every school entered upon the performance of the prescribed exercises.

Exhibits of School Work.

At a period when there appeared to be no prospect of sending to the Columbian Exposition an exhibit of the work of our schools, the New York Press Club offered to place at the disposal of the board of education more than 40,000 square feet of floor surface, of the building in which the Press Club fair was to be held, and to construct the necessary frames and stands for the proper display of the work done by the pupils of the public schools. This very liberal offer was accepted by the board, and during the entire month of May the most extensive exhibit of school work ever made by a city system was presented to view.

The general regulations governing the character of the work displayed were substantially the same as those governing our work that was sent to the Columbian Exposition, the intent having been to let the public know the kind and character of work done in the schools. No less than 112 grammar schools or departments and 125 primaries were represented, and nearly 140,000 pupils in these classes of schools had at least one specimen apiece

on the vertical surface or in the packages and albums placed on the tables.

A most gratifying feature of the display was the great variety, no two schools presenting such a similarity of appearance as to suggest constraint in the method of carrying out the course of study.

The school exhibit became, as all such exhibits should, a veritable commonwealth; the teacher's note-book was a conspicuous factor, carrying away a suggestion for an improved method or a helpful device, a comparison of work in the same grade, or the progress of a subject through several grades. Several of the schools made substantial changes in their exhibits each week, and thus presented a more complete display of their methods and results.

NIAGARA FALLS.

N. L. BENHAM, *Superintendent*.

Herewith, I have the honor to submit my report of the schools of the city of Niagara Falls, for the school year ending July 25, 1893:

Statistical.

Population, estimated	15,000
Number of pupils of school age	3,605
Number of schools	4
Number of teachers	41
Number of pupils registered in public schools	2,157
Number of sittings	1,655
Average daily attendance	1,319

Cost per Pupil.

For instruction, based on total attendance.....	\$8 89
Increase from last year	08
For instruction, based on average attendance.....	14 55
Increase from last year	67
All expenses (except building, permanent repairs, bonds and interest), total attendance.....	14 51
Increase from last year	1 61
Including all expenses, bonds and interest	21 94
Decrease from last year	1 79

Itemized Expenses.

Teachers' wages	\$19,196 57
Janitors' wages	1,814 90
Fuel	2,417 89

Repairs, including completing addition to school building	\$11,119 39
Insurance	639 40
Supplies	1,286 13
Furniture	1,505 10
Bonds and interest	4,265 00
Contingencies	401 27
Free text-books	1,750 54

This is the first report to be made of the schools of the city of Niagara Falls. The last report covered the operations of the schools of the former villages of Niagara Falls and Suspension Bridge. In both of these villages, flourishing union schools have been in successful operation for several years. These have been continued, as well as both academical departments. The several schools show an increased registration of over 300 pupils over the previous year. Although a large and substantial addition to the Suspension Bridge Union School was completed and opened at the beginning of the school year, the present year finds every inch of available space utilized, and many of its rooms overcrowded. The same state of affairs exists in the other buildings. The population of the city is increasing so rapidly that at least two new school buildings will be needed before the close of the present year. The board of education has already taken steps toward that end and adopted plans for a new two-story, eight-room building to be erected in the southern part of the city. While the formation of the new city has entailed additional expense and thereby increased taxation, those expenses relating to the schools have been cheerfully borne. Our people take a just pride in the schools and are ever ready to extend a helping hand to assist or render them more efficient.

On account of so many of our people being engaged in attendance on our many summer visitors, the average daily attendance, compared with the total number registered, is not so large as could be desired. Very many of the pupils are compelled to enter the school late in the fall and attending during the winter, quit early in the spring. This affects the attendance to a marked degree. The prevalence of diphtheria near the school buildings and other contagious diseases during the past winter also contributed largely towards reducing the attendance.

Our schools have enjoyed, on the whole, a very prosperous year. While the course of study remains nearly the same, increased attention has been paid to the development of English language and literature. Each of the grades have taken up the study of an American or English author, and thereby becomes

acquainted with most of his works, committing many of them to memory, and writing and speaking on others. Thus, the pupil becomes familiar with the best language and thought of the prominent writers of our language. By the time the pupil enters the academical department he has acquired an extensive acquaintance with English literature and is prepared to enter into a more thorough study of that subject. Those who do not enter such departments, but are compelled to leave school at an early age, have had implanted in them the seeds of thought and language that will surely bring forth fruit at a later period.

A teachers' training class was formed at the Niagara Falls union school for the winter term, and completed the course prescribed with honor.

During the winter, an evening school was opened at the Niagara Falls union school and continued through the season with great success. One hundred and forty different pupils attended, with an average attendance of over 100. It was carried on for three evenings in the week. Inasmuch as the city furnishes free text-books, a deposit of two dollars was required from each pupil for the safe and careful return of his books, and also as a guaranty for a regular attendance of the pupil. At the expiration of the term, on the return of the books in a good condition, and if the pupil's attendance had been satisfactory, this deposit was refunded. This plan worked very successfully, keeping out of the school such undesirable persons as are often found attending evening schools only for the purpose of spending some of their leisure time, and those that remain for but few evenings.

In the schools, corporal punishment has been practically abolished. This power is now vested only in the principals. While cases of such punishment have been rare in the past, they will be still more so in the future, the intention being to abolish it entirely as soon as it can be safely done.

A few years ago, the plan of abolishing outdoor recesses was adopted, and has been found to be largely instrumental in reducing cases that require disciplining. Better order generally is secured and pupils are benefited by it in more ways than one.

At the close of the school year pupils were promoted from the different grades, except into the academical department, upon the certificate of the teacher, without examination. I am satisfied that better and more satisfactory results will be obtained than under the system of promoting only from examinations. It secures a more regular attendance, as the test is ascertained from their actual daily work. Regular promotions will be made semi-annually. This will have the effect of diminishing the

difference between the several grades and render the transition from one to the other less difficult.

During the summer vacation the steam systems of heating and ventilating have been taken out of the buildings and replaced by hot-air systems. The steam-systems were found to be inefficient in all ways, poor heating when most desired, and the ventilation most miserable. The Smead system which has been in use in one of our buildings for some time has been extended, and we look forward to a winter of more comfort than we experienced during the last season.

Twenty-five pupils were graduated from the academical department at the close of the school year. For a place of this size and age, this record is a good one and reflects much credit on the teachers in charge.

Our teachers, generally, are earnest, capable and efficient. They are fully alive to the occasion, full of interest, and always willing to co-operate with the superintendent in carrying out his suggestions and plans. It is a pleasure to be surrounded by such a band of willing and earnest workers. Our special teachers of music and drawing deserve mention for the work performed by them. They have succeeded in making their subjects popular with both teachers and pupils. Great benefit has accrued from the intelligent teaching of these subjects.

We enter upon the third year of our experience with free textbooks and with a still higher regard for its benefits to both pupils and schools. We note with pleasure the adoption of the system by our neighboring cities and villages, and hope soon to see it made compulsory throughout the State.

The lack of a law compelling the attendance of pupils in our schools becomes more apparent each year. In every one of our cities and larger villages hundreds of children can be found running the streets, who should be attending the schools, and laying the foundation for good citizenship; instead of which, by the carelessness and negligence of parents, they are growing up in habits of idleness, and sowing the seeds of crime. The efforts of every good citizen and well-wisher of the future welfare of the commonwealth should be devoted to securing the passage of a law that will compel the attendance of every person of school age in some school, public or private.

OLEAN.

FOX HOLDEN, *Superintendent.*

High School.

During the year a new high school building was erected at a cost of \$25,000, and was opened for occupancy in April. It is a building in every way adapted to high-school purposes and admirably equipped for progressive methods of instruction in the various departments of academic study. A spacious chemical laboratory is provided with tables for individual work and liberally supplied with material and appliances. The physical recitation-room is seated with opera chairs and well arranged for illustrating experiments. Our library is ample and conveniently located for consultation by pupils. The massing of all the pupils in a single assembly-hall, which has a desk capacity of over 200, has already established a healthful spirit of school patriotism among the students and is fostering not a little local pride among the patrons of the school.

Abolition of Examinations.

Examinations as a basis of promotion are now practically abolished in all grades below the high school. In place of the examination, a weekly or bi-monthly estimate is made by the teacher, based upon written tests, oral recitations or the teacher's general judgment of the pupil's proficiency. It is designed to allow the greatest latitude to the teacher, as to the means of obtaining data for determining the progress of the pupil, with the single proviso that a daily marking system or a formal examination shall not be substituted for untrammelled opinion of the teacher.

In the high school the Regents' examinations are still retained as an element in determining graduation, supplemented by the judgment of the respective teachers in the several departments for study.

Professional Work.

During the year the teachers of the corps have made commendable progress in professional study. A substantial addition has been made to the pedagogical department of our school library. Books relating to the philosophy of education are in increased demand among our teachers. A Psychology Club was formed in the early part of the school year which sustained

bi-monthly meetings with growing interest up to the close of th schools in June. The club, though voluntary, includes more than eighty per cent of our teachers, and is to be reorganized during the current school year.

It is the policy of the administration to indicate the leading principles of teaching rather than to prescribe minute methods of instruction. It is a source of great satisfaction to state that the teachers of the corps are succeeding admirably in applying theoretic principles to the minutiae of every day practice.

Special Teachers.

For several years special teachers in music, writing and drawing have been employed with excellent results. The pupils have entered into these branches of study with enthusiasm, while the regular teachers have loyally supported the specialists in their work. Late in the year an additional special teacher was temporarily employed to superintend the instruction in physical culture and expression. Within the twelve weeks that she was with us, she has succeeded in systemizing the exercises in physical culture in all the grades, and the beneficial results are clearly apparent in every school-room in the city. During the remainder of the year the regular teachers are expected to carry on and perfect the work thus inaugurated.

Statistical.

School population	2,639
Number registered during the year	1,920
Average attendance	1,255
Number of cases of tardiness	1,228
Number of teachers at close of year	41

Expenditures.

For salaries of superintendent and teachers	\$19,619 92
For school buildings and sites	27,776 34
For incidental expenses	4,988 46
Total	\$52,384 72

OSWEGO.

GEORGE E. BULLIS, *Superintendent.*

As I assumed the duties of my present office, October 16, 1893, the report for the past year must necessarily be brief.

The former superintendent, Prof. E. J. Hamilton, died in May, and for five months his place was vacant, the present incumbent being elected, October 2, 1893.

Statistical Report.

Number of public schools	14
Number of private schools	4
Number of pupils registered in public schools	3,271
Number of pupils registered in private schools	1,372
Average daily attendance at public schools	2,393
Total days' attendance	466,610
Number of teachers	73

Financial Report.

Receipts.

By taxation	\$35,000 00
From State	11,981 02
From all other sources	1,202 06
	<hr/>
	\$48,183 08

Disbursements.

Salaries, teachers and superintendent	\$32,895 02
Salaries, janitors	4,102 00
Repairing and insuring	3,606 61
Fences, outhouses, etc	751 14
Furnaces, furniture, etc	3,279 97
Fuel	2,533 14
Library	485 14
Contingent	440 06
	<hr/>
	\$48,183 08

ROCHESTER.

MILTON NOYES, *Superintendent.*

Statistical.

Population of city	148,500
Number of children between 5 and 21 years of age..	51,200
School-houses owned by the city	35
Number of annexes and rented buildings	13
Number of pupils registered but once	19,476
Average number of pupils belonging	15,249
Aggregate days' attendance	2,854,800
Free academy	1
Grammar schools	17
Intermediate and primary	17
Independent annexes	4
Orphan asylum schools	7
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Total school organizations	46
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Number of teachers employed	602
Percentage of pupils' attendance	94.6
Kindergarten schools	9
Kindergarten instructors	37
Kindergarten pupils	1,078
Evening schools	2
Evening school pupils	1,124
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Financial.

Expenditures for teachers	\$274,625 00
Expenditures for buildings	39,728 00
Expenditures for repairs	13,642 00
Expenditures for library	3,993 00
Expenditures for contingent expenses	96,023 00
Cost per pupil, average daily attendance	29 66
Cost per pupil, based on total enrollment	21 35
Assessed value taxable property in city	103,891,191 00
Value school property	1,162,270 00
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The foregoing information relates to our city public schools prior to July twenty-fifth last. The attendance of pupils at the present time indicates an increase of 750 pupils over a year ago. All but six of our schools have an increased enrollment. Special teachers are employed in supervising the kindergartens and the

drawing, which later is taught in all the grades of every school. For the first time it is placed in the list of high-school studies.

The free academy continues increasing in membership. Negotiations are pending with the Mechanics' Institute to place a mechanic art course in the curriculum.

The State training class, with a membership of twenty-five, is now maintained under the supervision of a special instructor. This is the third year of its existence here, and its graduates are employed as teachers in our public schools.

Advanced students have organized a summer camp of instruction in natural sciences, greatly to their profit.

Our evening schools are not as well attended as formerly nor as largely as would be expected in an industrial city.

Notable events of the year have been the usual Arbor Day exercises, the transfer of United States flags (gifts to the several schools), the celebration of the adoption of the National colors, general field day exercises by the military companies of school-boys, and the exhibition of public school exhibits prepared and since forwarded to the Columbian Exposition.

Some few changes have been made in the course of studies for grammar and intermediate departments. Physical exercises, taking the time formerly devoted to midsession recesses, are now uniformly conducted in every grade.

The number of suspensions for all causes has decreased one-half during the year, compared with any previous record, while no case of expulsion from school has occurred.

Changes during the year have been those of detail. The business affairs of our schools were never in better condition, and the approval by our citizens of our public schools evinces appreciation of their continuing prosperity.

SCHENECTADY.

S. B. HOWE, *Superintendent*.

In response to your circular letter, I beg leave briefly to report the following facts in relation to the schools of Schenectady:

Attendance.

Although the winter was a severe one, the attendance was excellent. There was an almost total absence of the usual children's diseases, and the general health of the city was good. The total registry in the schools was but slightly increased over the preceding year, but the average attendance was 115 greater, being a little more than 2,000.

Discipline.

The discipline in the schools is excellent. The new buildings, constructed with especial reference to light and ventilation, have much to do with securing good order. In badly lighted and ventilated buildings, both teachers and pupils soon feel the ill effects and become restless and ill-natured, with consequent friction and disorder. It is a safe estimate to say that with the advent of modern buildings, the cases of necessary discipline have been reduced fifty per cent.

Instruction.

The instruction was fully up to the high standard of previous years. Our own tests of progress show this, and the outside test—the Regents' examination—corroborates it. All the pupils regularly promoted from the grammar to the high school, held the Regents' preliminary certificate.

Teachers.

The teachers appointed in the lower grades of the schools, since the uniform examinations of the State Department were instituted, have been selected from those who succeeded in reaching a high standard in these examinations. The uniform examinations have done more to elevate the standard of teachers' qualifications in the State than any other means instituted for this purpose.

ROME.

W. D. MANRO, *Superintendent.*

I entered upon the duties of superintendent of schools of this city the first day of last August, Mr. Michael having resigned to accept the principalship of Clinton Liberal Institute, at Fort Plain. I, therefore, refer you to the statistical report of my predecessor, submitted recently, for the facts of enrollment, attendance, school buildings, number of teachers, etc. I find the schools in excellent condition, due in a large measure to Mr. Michael's untiring efforts during the last eight years. There is a strong educational sentiment, a marked and highly gratifying degree of interest shown by the patrons and the public generally in the progress of school work. We have a capable and zealous board of education removed from political partisanship or influence and a competent corps of progressive and faithful teachers. Our school authorities recognize the importance of

selecting as teachers those who have had professional training, thus encouraging those of our graduates who desire positions as teachers to pursue a course in a normal school. In fact, in the past three or four years but four teachers have been appointed that have not held normal school diplomas.

In music, drawing and penmanship most excellent results are being attained. These branches are intrusted to the care of special teachers who are held responsible for the progress of the pupils. This year, in addition to the above, we have also employed a special teacher of elocution and are now arranging for the employment of a teacher of physical culture. This plan secures entire uniformity in the execution of the work, a result which it would be impossible to obtain were it distributed among all the teachers, as was formerly the case. This year I hope to inaugurate the custom of giving the teachers an annual visiting day, thus affording them the opportunity and encouraging them to observe the work in neighboring cities and villages. I also propose giving special attention to the subject of reading with a view of doing away with the regular so-called graded series of readers and substituting in their place standard historical and geographical readers and masterpieces of literature, with a view of creating a taste for good reading.

SYRACUSE.

A. B. BLODGETT, *Superintendent.*

Statistical.

Population of the city, 1893 (directory)	105,202
Number of children between 5 and 21 years	26,600
Number of schools	28
Number of teachers	310
Number of sittings	14,135
Number registered in public schools	15,371
Number belonging in public schools.....	12,086
Average daily attendance	11,547
Per cent of daily attendance in number belonging..	.955

High School.

Number of pupils registered	968
Number of pupils belonging	815
Average daily attendance	761
Per cent of attendance in number belonging .....	.934

Cost per Pupil (All Schools).

For instructions	\$14 88
Increase from last year	27
All expenses (except buildings)	19 90
Increase from last year	51
Including all expenses	22 84
Increase from last year	2 51

Itemized Expenses.

Teachers' wages	\$171,805 65
Janitors' wages	12,192 46
Fuel	12,603 26
Temporary repairs	11,919 36
Contingencies	12,275 16
Supplies	8,932 20
Permanent	34,034 21
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	\$263,762 30

We had hoped that in line with the suggestion and request of the council of school superintendents, that the State Department would send out blank reports calling for items that would give us a better opportunity of comparing the school systems of the various localities of the State. The information obtainable from a full comparative table of this nature, based upon items justly and properly compared, is manifest. A system, always measuring itself with itself, from year to year, must of necessity deteriorate. Of our immediate work we can report fair progress, and interest in all lines. Physical culture, systematized, is a new element introduced last February, and has demonstrated its claims and proved its worth. A combination of the most practical in the Swedish, Delsarte, Sargent and German methods, constituting an eclectic system, is working a revolution in the sitting, standing, walking, etc., of our school children. We are not trying to develop gymnasts, but feel the necessity of much effort to correct the evils attendant upon growing child-life.

The great Columbian year, with its many lessons in every direction, has left its strong impress upon educational matters throughout the world, and particularly in the United States. If the strong effort put forth to show to the world what each locality can do under pressure, does not result in a constant effort to produce show work, we shall find that the general influence will have been beneficial.

One of the most promising features of our city system is the rapid growth of our high school.

The following statement, showing the number registered and the number belonging, for each year, 1889 to 1893, inclusive, speaks grandly for the growing tendency of our young people to hold to school till they have finished the high school course, at least. The habit of study and the thirst for knowledge acquired in these important years will carry very many over a period of life the most crucial that comes to youth, and will have a marked influence in determining a course in life that an earlier dropping out of school would have made impossible. The growth is shown as follows:

	1889	1890	1891	1892	1893
Registration.....	741	804	850	931	938
Belonging.....	574	644	685	773	815

This gives an average annual increase in registration of fifty-six, and an increase of sixty in the number belonging, being a total of 222 and 241, respectively, in these regards in four years.

The adoption of graduation exercises in our grammar schools has been an important factor in this growth; while an interesting and well-conducted line of work in the high school itself has appealed to and inspired the young people to press forward in pursuit of higher things.

The number of graduates for these years was, respectively, 82, 99, 108, 115, 116.

Our expectations are rarely met; our fondest hopes never fully realized, and it is best that it is so. We are measurably gratified with our accomplishments in some lines, and look forward expectantly to the future.

TROY.

EDWIN E. ASHLEY, *Superintendent.*

The yearly report statistical has been forwarded to your office, and further than that there seems but little to say of our school affairs, which would not be a repetition of last year's report.

In the way of attendance, much should be done to increase it by a large draft upon the outsiders, for I judge that a number closely approximating 1,500 are fearful that an inside acquaintance would not be congenial to their tastes, although the city has furnished excellent accommodations for them in every way, and the parochial schools are a close second in the same good work. The enforcement of the compulsory law would be of incalculable value, immediate and remote to the city, but much

opposition to it exists in the minds of the parents of these youthful vagrants and nothing is done. How much or to what extent free text-books would aid in the solution of the problem is conjectural, though I have no doubt, in my own mind, based on results in other cities, that they would retain in the upper classes many that now go into the shops at an early age.

Teachers' training class and kindergartens are still a future good, and that they are not now a part of our city system is a source of great regret on my part. Looking at the subject in the relation of actual need to the best interests of the city and, indirectly to the State, I am inclined to the opinion that their establishment will one day be made a *sine qua non* to participation in the public school funds.

In the matter of school accommodations, our city is now bountifully provided, with the exception of quarters for the high school. "A new high school building" has been the cry for many years, but while formerly it may possibly have been a "pride of appearances" that called forth the appeal, to-day imperative necessity demands it for the proper housing—to say nothing of instructing—those who are seeking its shelter. Last June the high school graduated a class of nine young gentlemen and thirty-six young ladies, and received on examination 126 new members.

In July, the board of school commissioners changed the high school course from a three to a four year course, a step decidedly in the right direction. Some changes in our course of instruction for the primary grades would place us more in line with other cities, and would be welcomed by as earnest and conscientious a body of teachers as exists in this or any other State.

In my last report I made the error of stating that physiology is not taught from text-book till students reach the high school; it should have read "till they reach the ninth year, or 'A' grammar grade," and excellent work is done.

I find, also, on reading my report of last year, a statement which, in itself, unconnected with the thought in my mind, does injustice to many of our teachers. The ready inference is that all children who do not reach our grammar schools are so poorly instructed that they naturally or easily fall into ways of idleness or wrong, and that the cause lies in the fact that our teachers have not had the benefit of "training class" instruction. Now, as a matter of fact, some of the teachers in the intermediate and lower grades have had such training in normal schools; and the cause of idleness and aimless wandering, there mentioned, should rather be laid at the door of too early withdrawal from school "influences," than to any lack on the

part of our teachers. A great zeal for the benefits conferred by a proper course in pedagogics has made me seem to disparage the work of an earnest class of sincere laborers. My zeal continues, but I would wrong no one knowingly nor willfully, and this explanation is due our Troy teachers.

Special work in phonics was called for a part of last year to better prepare pupils in the subject of reading. The method will be continued the coming year and results carefully noted.

UTICA.

GEO. GRIFFITH, *Superintendent.*

In compliance with your direction, I submit the following report of the Utica public schools for the years 1892-3:

Summary of Statistics.

Whole number of school buildings, all of which are brick, owned by city	20
Building rented for kindergarten	1
Number of regular teachers for thirty-nine weeks.....	168
Number of temporary, substitute and evening school teachers	17
Number of pupils registered, exclusive of duplicate enrollments	6,936
Average daily attendance	4,676
Number graduated, fitted for the academy.....	149
Number graduated from the academy.....	54
Cost per pupil for teaching and supervision, based on total registry	\$11 92
Cost per pupil for teaching and supervision, based on average attendance	17 68
Cost per pupil for all expenses, except new buildings, based on total registry	16 08
Cost per pupil for all expenses, except new buildings, based on average attendance	23 85

New Building.

One new building has been completed during the year, and is now occupied. It contains ten rooms (including one for kindergarten), besides closets, teachers' rooms, cloak-rooms, etc. It is heated and ventilated in the best manner. An immense amount of fresh air is constantly thrown into the rooms. There

are two large exhausting flues in which fires are constantly kept burning. All rooms and halls are connected with foul-air rooms at the base of these flues. The total cost was about \$24,000.

Library.

The public library, which was formerly under control of the school board, has been placed in the hands of a new "Library Board." This library board has been granted a charter by the Regents, has been allowed \$7,500 by the common council, and enters upon a course that promises great advancement in public library matters.

A school library has also been definitely organized. It consists of two parts. The first is kept in the office of the superintendent of schools, and is purely pedagogical and professional. This contains about 200 volumes, and is much used by the teachers. The second part consists of reference books and books for supplementary reading, and these are distributed among the several schools. There are about 2,000 volumes in this part. In addition to both of the above, there are special libraries in the academy and the advanced school.

Changes.

Among the changes made during the year is the appointment of two gentlemen principals in two of the ward schools. Heretofore all principals of ward schools were ladies.

Three of the ward schools have been restricted to primary work. Public oral examinations have been discontinued.

Columbus Day, Arbor Day and other special days had appropriate remembrance in all the schools.

A small special exhibit was sent to Chicago.

Salaries.

The salaries of all teachers below the central advanced school were materially increased for the present year. This increase varied from fifty dollars to \$100.

Kindergartens.

Three free kindergartens were sustained last year as a part of the public school system. Five are thus sustained this year. They are a decided success.

Training School.

A training school was sustained during the year, and has become, I believe, a permanency here. It is in charge of Miss Emily H. Radcliffe, a graduate of Oswego Normal School, and for

two years a teacher in the city training school of Lowell, Mass. It is now located in one of the ward schools, which is used as a school for observation and practice. In addition to the State requirements, graduation from a full course in the academy, or its equivalent, is required of all who enter. The course of instruction is for one year, and consists of two parts, as follows:

1. Theory.—This includes the study of educational psychology, principles of education, school management, educational history, school law, and methods of teaching all the branches taught below the academy.

2. Practice.—This includes observation and discussion of teaching in other schools, conducting single recitations before the class, substitute teaching in the other schools of the city, and consecutive and extended teaching in a school of practice. All practice teaching is under careful supervision and subject to thorough criticism.

Graduation.—For graduation from the training school it is required that the candidate maintain a standing in all work of the school, and in previous studies, satisfactory to the principal and superintendent, and secure at least a second-grade certificate in the State uniform examination.

That these requirements have meant something, and have been lived up to, may be inferred from the fact that, out of a class of fourteen, four gave up during the year and only four of the remainder were graduated. Several causes combined to produce this, but one cause certainly was the determination that only superior teachers be allowed permanent entrance into our schools.

Teachers.

The following rules concerning eligibility of teachers were adopted last October, and have been rigidly enforced:

No person shall be appointed to a position as teacher unless he or she is either:

1. A graduate of the city training school.
2. A graduate of a State normal school.
3. A graduate of a regular kindergarten training school (for kindergartens).
4. A holder of a first-grade certificate under the State uniform examination system.
5. A holder of a State certificate good for life.

These requirements may be waived in the case of teachers now regularly employed in the public day schools of the city, and in the case of special teachers of French, German, music, drawing and penmanship.

The effect of these regulations upon the personnel of our teaching force is seen in the following table.

Teachers regularly employed during:

	1891-2.	1892-3.	1893-4
Licensed by city superintendent only	155	158	136
Licensed by city superintendent and graduates of kindergarten training school	2	4	8
Licensed in State university extension, first grade .....	....	2	7
Licensed in State university extension, second grade, and graduates of city train- ing school .....	....	....	4
Graduates of State normal schools	2	5	17
Total	159	169	172

For the large body of ambitious teachers already in the schools weekly classes in educational psychology and in methods of teaching were conducted by the superintendent of schools. These were not simply meetings to hear lectures, but were regularly organized classes, with assigned lessons, recitations and examination. Membership was optional; and it is a splendid tribute to the enterprise and ambition of Utica teachers that the actual average attendance at these classes was over 100.

In October, 1892, the following regulation was adopted:

“Visiting days.—The superintendent is authorized to grant, at his discretion, a leave of absence of not more than two days a year, without loss of pay, to teachers who will use that time in visiting other schools for the purpose of gaining new ideas and improving themselves in their work.”

As a result, 135 visits to other schools were made by our teachers. Of these thirty-four were to the schools of surrounding villages and other cities. Boston, Yonkers, Brooklyn, Albany, Syracuse, Saratoga, Rochester and Oswego were visited by delegations of Utica teachers. Teachers’ meetings were held, at which helpful reports of their visits were made by the teachers who had thus visited.

The effect of a large pedagogical library, faithfully used; of the training school, thoroughly administered; of higher tests of eligibility, rigidly adhered to; of professional study carried on by the teachers, and of the general sight of and contact with other systems of schools by the rank and file of our teachers, has shown itself already in our schools, and will certainly be much more potent for good in the years to come.

Andrew McMillan.

Seldom is a whole city as deeply moved by the death of a man as was Utica, last August, by the death of ex-Superintendent of Schools Andrew McMillan. He had been intimately connected with the public school system of the city for thirty-six years. In fact it might almost be said that the present system was his creation. For eleven years, from 1856 to 1867, he was principal of the central advanced school, and from 1867 to 1892 he was superintendent of schools. Thus it is no exaggeration to say that a large part of our citizens have been in the schools under his care, and have looked up to him as their teacher. They have been his "boys" and "girls." With wonderful unanimity they respected and loved him while living, and sincerely mourned his death. Kindly, genial, helpful to all, optimistic in his opinions, he was the friend of all pupils and teachers, and the light and life of every assemblage with which he mingled. The educators of the State unite with the people of Utica in their sadness over the death of Andrew McMillan.

I thank the Department for many favors.

WATERTOWN.

WM. G. WILLIAMS, *Superintendent.*

The condition of our school accommodations and our needs for the future in this respect were so fully set forth in the report of my predecessor for the year 1892, that repetition is unnecessary. Entering upon the duties of superintendent of the Watertown schools just previous to the term of the past year, I shall make no attempt to particularize to any great extent.

The first regular meeting of the first school board of our present system of schools met June 12, 1865, but no printed annual report of superintendent was made until 1871. For that year thirty-four teachers were reported as follows:

In the high school eight, in the Arsenal street four, in the Academy street two, in the Boon street three, in the Cooper street six, in the Lamon street four, in the Mullin street one, in the Bradley street one, and one in the Factory street (Juhelville) school. He reported that year an average attendance at the high school of 117, and cases of tardiness 1,874.

For sake of comparison with annexed reports of 1892-93, I also give the number of cases of tardiness in each school in 1871:

	Average attendance.	Cases of tardiness.
High school	117	1,874
Arsenal street	285	4,675
Lamon street	247	4,268
Academy street	162	2,054
Mullin street	129	1,795
Cooper street	108	488
Boon street	93	884
Bradley street	41	249
Factory street	32	416
Total	1,214	16,903

While we still complain of too many cases of tardiness in our schools, it is some satisfaction to know that with an average attendance of 1,832 pupils, we have less than one tenth as many cases of tardiness.

Exhibit of Attendance.

The following exhibit will show the number of pupils registered, average number belonging and average attendance of every grade in the city, and the number of cases of tardiness of each department:

High school.	Number registered.	Average number belonging.	Average attendance.	Cases of tardiness.
Tenth, eleventh and twelfth grades	189	155	146	328
Ninth grade	129	98	88	35
	318	253	234	363

Summary:

High school	318	253	234	.....
Grammar grades	730	604	556	.....
Primary grades	1,733	1,198	1,042	.....
Grand total, 1892-'93	2,781	2,055	1,382	1,589
Grand total, 1891-'92	2,585	1,945	1,730	1,422

There were fifty-seven more girls than boys registered.

Average Ages.

Average ages pupils in high school, 15 1-2 years; ninth grade, 14 1-2 years; eighth grade, 14 years; first grade, 7 1-2 years; grammar grades, 13 years; primary grades, 10 years.

Teachers' Wages.

We have paid for teachers' wages:

High school, ten teachers	\$6,221 00
Academy street school, eleven teachers	3,720 50
Arsenal street school, ten teachers	3,473 50
Boon street school, six teachers	1,581 00
Cooper street school, nine teachers	2,828 00
Lamon street school, eleven teachers	3,738 50
Mead street school, three teachers	665 50
Mullin street school, eight teachers	2,589 00
Pearl street school, three teachers	950 00
Special teacher of penmanship	450 00
Special teacher of drawing	320 00
Night school, one teacher	350 00
Substitutions	10 70
Total	<u>\$26,897 20</u>

Valuation.

Our assessors estimate the value of school property of the city as follows:

High school	\$26,500 00
Academy street school	23,000 00
Arsenal street school	22,000 00
Boon street school	12,000 00
Bradley street school	500 00
Cooper street school	16,000 00
Lamon street school	21,000 00
Mead street school	7,000 00
Mullin street school	21,700 00
Pearl street school	7,000 00
Total	<u>\$156,700 00</u>

Registration, Compulsory Law, Etc

The report of the State Superintendent for 1893 shows that the years), for the cities of the State, is forty-eight. The per cent of registration of our schools on the same basis is sixty-four. Even

this per cent looks discouraging, but is not really so bad as might appear, considering that at least 1,000 of this population includes those of 5 years of age, too young to attend except the kindergartens, and those between 17 and 21, who rarely attend the public schools. The school population, as shown by the last census, taken in June last, was 4,200; 241, 5 years of age; 280, 6 years of age; 285, 7 years of age; 268, 8 years of age; 300, 9 years of age; 301, 10 years of age; 239, 11 years of age; 282, 12 years of age, and 1,945 over 12 years and under 21 years of age. (About 1,000 children between the ages of 8 and 14 are amenable to the truancy laws, which are inoperative in many instances.) In this census there were reported in the public schools 2,235, in private schools 446, making a total in the schools of the city of 2,681. Deducting 1,000 from the total school population, would leave 3,200, who might reasonably be expected to attend the schools, so that nearly eighty-four per cent are in the schools a portion of the year. The registration of 2,585 pupils (as shown by the annual reports of the principals of our schools) shows a larger per cent of attendance than the above, so that it is perfectly safe to say that eighty-five per cent of those of proper school age (6 to 17 inclusive) attend the various schools, public and private, of this city, which is a better showing than most of the cities of the State can give.

It is now about eighteen years since our legislators enacted a compulsory education law to compel the attendance in the public schools of this large class of children who are being educated in the streets and byways, and graduated often in schools of vice and crime. The law has not received sufficient co-operation of public sentiment to render it effective to any great extent. As you say in your last report: "The failure of compulsory school laws in this country is not a little due to the unwillingness of local authorities to enforce them, and also to neglect to make the schools attractive and to furnish ample accommodations." The growth of our city for several years past has been so rapid that it has been a matter of extreme difficulty to make exact calculation as to school accommodations. Even now our primary grades are overcrowded and the board will doubtless be obliged to give the matter serious consideration.

Library Report.

The new requirement in relation to libraries compels our board to establish in each school a library of books of reference, and makes the teacher or principal of the school librarian and custodian of the same before appropriating State funds to our circu-

lating library. The matter has been for some time under consideration of the library committee, and it is to be hoped that the time is not far distant when each school building in this city will not only have a collection of books adapted to the special work of the school and have it properly protected and cared for and faithfully used, but that our long neglected circulating library shall be put in a condition worthy of public patronage.

Regents' Examinations.

The question to what extent regents' examinations should be made a test of promotions in our schools, is now being seriously considered by superintendents and teachers of the public schools throughout the State. Many of our best educators are very decided in the opinion that it tends to narrow the scope of the school work and makes the knowledge of the various subjects superficial instead of giving that thorough and broad understanding which should be the aim and outcome of all true education. Formerly the rule of the board was to require the pupils of the high school to pass the preliminary regents' examinations before graduation. This was a very mild requirement and did not interfere to any extent with our school work. We now require them to pass the regents' preliminary before entering the tenth grade. But it is a question worth considering whether in passing pupils from any grade to a higher, the regents' examination should be a test instead of our own and the teachers' record. If there is one thing more than another in the work of our schools that might be criticised it is the "cramming for regents" at the expense of good, thorough work in arithmetic, physiology and bookkeeping and the English language.

But so long as the requirement stands teachers can hardly be blamed for this, as they think their work will be judged by the numbers passed.

As shown by my financial report to the Department there was a deficit on the 25th day of July, 1892, of \$4,495.46. On the 25th day of July, 1893, there was a balance in our favor of \$387. The records of the past year show a large increase in the registration and average attendance of pupils. Our board have put cement bottoms in all the cellars of the school buildings, and put in a system of ventilating closets in our largest buildings, so that with the improved condition of our finances and the hoped for improvement in our sanitary arrangements, with a competent and enthusiastic corps of teachers, we have reason to hope for a successful school year in 1893 and '94.

YONKERS.

CHARLES E. GORTON, *Superintendent*.

The schools of this city were in session 189 days the past year. The total enrollment was 3,844. The average attendance was 2,780.

School Buildings.

One new building, containing two class-rooms, has been erected during the year. An issue of bonds was authorized by the common council for another and larger new building. The board of education has been unable to negotiate these bonds; therefore, although a lot has been purchased and plans have been prepared, the erection of the building has not begun. We have a few classes in leased buildings, but these houses, not erected for school use, are badly fitted for the work.

Transportation of Children.

In the eastern section of the city, where the population is sparse, the children who live remote from school-houses are carried to and from school, either by car or stage, at the expense of the board. This is an expensive arrangement, but it affords a great advantage, inasmuch as the attendance in each school is large enough to admit of grading in separate classes. If the children were not so carried, three ungraded schools would need to be maintained, which are now unnecessary.

Attendance and Truancy.

At the beginning of the school year a minute census of the children of school age was taken. It included the names and residences of the children and the schools, public or private, they attended. Assisted by this enumeration, substantially all the children within the ages embraced by the truancy laws have been brought into school. The detailed record of the services of the truant officer is as follows:

Number of visits to schools	470
Number of visits to parents	724
Number of visits to factories	20
Number of arrests	97
Committed to the Catholic Protectory	7
Committed to the Protestant Home	9
Committed to St. Joseph's Home, Peekskill	8
Committed to the county jail	1

Found guilty of breaking windows and fined for same.....	1
Parents arrested and found guilty of making and furnishing false affidavits of age	1
Parents forced to withdraw their children from factories, whose employment was secured by false statements of age	5
Parents caused to withdraw their children from other employment and send them to school	15
Parents induced or forced to send their children to school who had not attended any school	10

The utmost that can be accomplished under the present truancy laws is now done in this city. The children who can not be reached are those who are employed by stores, telegraph companies, and other concerns not included in the operation of the factory inspection laws.

Columbus Day.

The 21st of October, 1892, was appropriately observed by the public schools. The display made by the children aroused new interest in the schools, and the public ceremonies were calculated to awaken patriotic sentiments in old and young alike. I beg to suggest that a day annually devoted to patriotic observances by the public schools would be time well spent.

Physical Culture.

A military organization is maintained in the high school and all boys are required to participate in the drill. In all other schools the Ling system of Swedish gymnastics is practiced three times or more daily.

Evening Schools.

One evening school of eight classes was maintained twelve weeks last winter.

Cooking and Sewing.

Our board of education has leased the department of the Women's Institute, fitted it for teaching, cooking and domestic science, and uses it for classes during the school hours. The girls of the seventh grade receive lessons in cooking and kindred branches weekly. We hope to give the girls in all higher grammar grades instruction in cutting, fitting and sewing at an early date.

EXHIBIT NO. 8.

VILLAGE SUPERINTENDENTS.

1. NAMES AND POST-OFFICE ADDRESSES.
 2. WRITTEN REPORTS.
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VILLAGE SUPERINTENDENTS.

1. LIST OF SUPERINTENDENTS.

Villages.	Superintendents.
Albion	F. A. Greene.
Batavia	John Kennedy.
Canandaigua	Henry L. Taylor.
Cortland	C. V. Coon.
Flushing, U. F. S., district No. 5	W. C. Ingalls.
Flushing, U. F. S., district No. 7	Mary L. Lyles.
Geneva	William H. Truesdale.
Glens Falls	Sherman Williams.
Hosick Falls	A. G. Clement.
Jamaica, U. F. S., district No. 4.....	William J. Ballard.
Jamaica, U. F. S., district No. 7	Cyrus E. Smith.
Johnstown	William S. Snyder.
Lansingburgh	George F. Sawyer.
Little Falls	Thomas A. Caswell.
Malone	Sarah L. Perry.
New Rochelle	Isaac E. Young.
North Tonawanda	Clinton S. Marsh.
Norwich	E. W. Griffith.
Nyack	Ira H. Lawton.
Oneonta	N. N. Bull.
Owego	Edwin P. Recordon.
Plattsburgh	James C. Riggs.
Port Jervis	John M. Dolph.
Saratoga Springs	Thomas R. Kneil.
Seneca Falls	F. S. Porter.
Sing Sing	J. Irving Gorton.
Tonawanda	F. J. Diamond.
Waterford	Alexander Falconer.

2. REPORTS OF VILLAGE SUPERINTENDENTS.

ALBION.

FREEMAN A. GREENE, *Superintendent.*

High School.

For the past two or three years the standard of scholarship in our high school has been gradually raised so that now we have a larger number who are preparing for college. We have been able to do much more advanced work than before. For instance, the majority of our regular class in plane geometry completed solid geometry; our senior class in Latin, besides their regular work, read the Eclogues of Virgil and read Sallust too. This is due largely to the thorough work done in the grammar school and lower grades, as well as the fact that we have had but very few changes in our corps of high school teachers. Our principal has been with us five years, our preceptress twelve years, our Latin teacher four years.

The following shows the number of students in some of our high school studies:

Latin	40
Greek	15
French	21
German	30
Plane geometry	16
Solid geometry	7
Physics	13
Chemistry	14

Our graduating class consisted of nine students, five males and four females. There are twenty-three pursuing our classical course for admission to college.

Commercial Department.

We are paying extra attention in our high school to business training. After eight or ten weeks have been spent in studying the theory of single and double entry bookkeeping from the text-

book, the pupils pass to the department of actual business. This is a large room fitted with lock desks, which form a store or business office for each pupil. The room is also provided with a bank, commercial exchange, freight and commission offices.

The pupils are divided into communities or circles of from twelve to eighteen and transact business with one another by means of merchandise and produce cards, using paper currency and becoming familiar with such business forms as drafts, checks, notes, due bills, bills of lading, freight bills, etc., as well as transactions involving discount, interest, exchange, etc. The popularity of this department is shown by the fact that during the past year about fifty pupils took the business course.

Grammar School.

The following high school studies have been added to our grammar school course of study: American history, physiology, English composition, advanced English, elementary drawing.

Of the twenty-three students who were promoted to the high school, six received Regents' junior certificates. Although we require the Regents' preliminary certificate to enter the high school, our students as a rule remain in the grammar school until they complete our course of study, a few receiving the preliminary certificate while in the sixth and seventh grades. Two of the class in June were entitled to twenty-six Regents' credits. We are proud of our grammar school.

Special Instruction.

I found the patrons generally did not understand and appreciate the value of form study and drawing, and I asked our special teacher to prepare an article for our local papers, from which I quote the following:

"In art education in the schools, drawing only forms a part, for the object is not to make artists of the children; neither is it necessary for the children to have even taste or talent for drawing in order to draw. When the child is taught to see correctly the teaching of drawing is an easy matter, and the real object of drawing in our schools is to help the children in their other studies and in their subsequent work. Take the study in the first year of school life, when the children can as yet neither read, write nor count. The lesson will often turn into a language or number lesson, for a child will learn to count the pickets on a fence he has drawn before he will learn to count from a book or chart. Again he must think in order to tell about the cube he has in his hand to count its edges, faces and corners, and to describe the characteristics of each. When he models he is learning proportion and acquiring the ability to make one object like

another, to imitate; so his letters come more easily to him and his slate work, too. His hand is trained to obey the thoughts of his mind and all the while he is learning size and direction.

“The cube and other solids, and later on the geometrical figures in his arithmetic and geometry, are familiar to him, and he does not have to learn his definitions word for word, for he has handled the objects, studied them, drawn them and constructed them in the lower grades. He can draw the maps for his geography and history, and in that way is helped to remember. His physiology means more to him, and is of more use, if he can draw the essential organs and parts of the body, showing their relation to the whole.

“We would see less of glaring colors and poor decoration in all classes of life if the children were taught the beauty and language of color and form, for the study broadens the life and teaches one to see possibilities of beauty in their surroundings and the remedy for the defects.”

Vocal Music and Physical Culture.

Our special teacher in this department devotes two divisions of forty-five minutes each, twice a week in every grade of the school, in vocal music and physical culture. The latter exercise is given every day by each grade teacher.

Libraries.

Our libraries consist of a public library, part belonging to the village, holding its charter from the board of Regents, and the other belonging to the town and under the control of the town board. The former has 2,655 books; number of bookcases, ten; number of books drawn from September, 1892, to September, 1893, 7,681; increase in circulation over last year, 1,498; hours open each week, eight — two hours, from 4 to 6 p. m., Thursdays, and six hours, from 2 to 8 p. m., Saturdays. It has an author subject and title dictionary catalogue for distribution, numbering 132 pages.

The other, or town library, has 871 volumes; number of bookcases, four; number of books drawn from September, 1892, to September, 1893, 2,322; increase in circulation over last year, 679; hours open each week, eight.

The public library is located in central school building, in a room well-lighted with electric lights and furnished with good reading-tables and furniture and a fair reading-room. The interest and usefulness of our library increases every year.

The school library, located in the high school building, numbers about 2,000 volumes.

Lecture Course.

A lecture course has been arranged for 1893-94, to be given before our high school by citizens requested to do so:

Dean F. Currie, Esq.—“Consular Service of the U. S.”

George Bullard, Esq.—“The Ideal and the Actual.”

Warner Thompson, Esq.—“Care of Decedent’s Estate and Practice in a Surrogate Court.”

Ezra F. Coann.—“Banking and Currency.”

Wm. P. L. Stafford, Esq.—“Our Country.”

Rev. E. H. Rudd.—“Value of College Education.”

Thos. L. Hughes, Esq.—“Legislative Life.”

The subjects of the following are not yet announced:

Dr. A. C. Osborne, Judge I. S. Signor, Thos. Kirby, Esq., Sanford T. Church, Esq., Rev. Mr. Millspaugh, Irving N. Thompson, Esq., Albert C. Burrows, Esq., Dr. Chas. Fairman, Hon. John G. Sawyer, John H. White, Esq., Gordon W. Fitch, Esq.

Attendance.

Summary of attendance showing number of students in the high school, intermediate department, grammar school and primary department:

	High school.	Intermediate department	Grammar.	Primary.
September	74	43	190	323
October	77	58	199	363
November	79	65	203	367
December	101	74	208	328
January	78	103	207	330
February	83	105	208	322
March	67	107	186	339
April	71	24	182	335
May	72	24	177	343
June	72	24	177	342

Average attendance for the year, 673.

BATAVIA.

JOHN KENNEDY, *Superintendent.*

The increase in our enrollment over last year is 253; the increase in the aggregate days of attendance is 7,041; the increase in the average daily attendance is 46. We have opened one new room during the year. In the three new buildings erected two years ago we have now but two unoccupied rooms.

We adhere to our requirements as to qualifications of teachers and believe that our schools are strengthened thereby. The five teachers in the high school are required to be college graduates. Of the present five, two are graduates of Cornell University, one of Smith College, one of Elmira College and one of Vassar College.

There has been but one change in our high school. Miss Wetherlow, of Wellesley, withdrew from us in order to take a post-graduate course in Chicago University, and was succeeded by Miss Cooley, of Vassar. Miss Wetherlow's work in English was becoming noticeably excellent and effective, and her university work will be devoted entirely to English subjects. Miss Cooley is the daughter of the professor of physics and chemistry at Vassar, and under her father's direction she has introduced here the purely experimental method of teaching those sciences. We regard this as one of the most important departures of the year and one calculated to have important results on our school.

Under Professor Cooley's direction we are having our apparatus fully repaired and large additions made to it. We hope during the year to have a very completely equipped physical and chemical laboratory. Those branches are now well patronized by the students, who are manifesting much interest in the experimental work.

A year ago we procured one of Ward's large collections in minerology and geology, and this year we have procured a collection in entomology, preparatory to a more complete collection in natural history. So we are gradually providing the appliances of science-teaching, and are aiming to do justice to this department of high school work.

But we think that literary culture is in no wise less important than science, so we are fostering the study of language and literature, especially the study of English and the Latin and Greek classics. We have large classes in German, and our curriculum provides for instruction in French, but we give the preference to the three languages first mentioned. We do this on educational grounds solely, and not as a preparation for college, though we are glad to have our students looking forward to a college course. The number leaving us to enter college is steadily increasing, but for the large majority the high school course is the end of school life. We deliberately place this large majority, as far as we can control the matter, under the discipline and culture of the classics.

We are endeavoring to teach the languages primarily as literature, and only secondarily as grammar. For this reason the reading is kept much in advance of the parsing. The reading is required to be correct in the matter of emphasis, pauses and intonation; or, in other words, it is required to be good elocution.

This implies the power to translate not only correctly but sympathetically. The translation is given in the best English possible, with the responsibility at every step for a literal rendering. This insures completeness and accuracy in reading, and at the same time it promotes proficiency in the use of the vernacular.

We believe that in this way the literary spirit can be awakened and that the education of the sentiments, the sensibilities, the soul, can be carried on coincidently with the training of the intellect.

We think we see a fruitage of employing in our high school only those who have had college opportunities; we think we see a little more accuracy and discrimination in the treatment of subject-matter, a little more breadth of schemes, and a little stronger atmosphere. We think we see a little more power of control, a little more formative impress, and a little more uplift to personal ambition, than we could have with teachers less liberally prepared.

We believe that the redemption of high schools, or of any schools, for that matter, lies largely in the accurate scholarship and in the broad and generous culture of the teachers. Such teachers would vivify almost any curriculum, and without them any curriculum becomes either dead or more or less moribund.

Many high school students are prevented by circumstances from completing the course, but I think that the school can do much to increase the number of graduates. To a certain extent the number of graduates is a test of the efficiency of the school — for efficiency tends to awaken the ambition of the students and to hold them at their work. But as a sole test the number of graduates could be made very misleading and vicious. I think it a hopeful sign, on the whole, to see the upper classes increasing. We graduated nineteen students from one high school last year; this year the graduating class contains thirty-five members.

Our grade teachers below the high school are required to be graduates of a State normal school, if not graduates of college. By this requirement we are getting in a very capable class of teachers and are getting excellent work done by them. It is in contemplation to require that the teacher shall be a graduate of the State Normal School in the classical course, and, furthermore, that the teachers in the first primary grade shall have had a course of instruction in kindergarten work.

It is by such fundamental action that we are endeavoring to provide for the improvement of our schools. The country is full of institutions for the preparation of teachers, and it would seem criminal not to insist upon preparation. We have no trouble in getting teachers with the qualifications required.

We appreciate the normal training. There is an existing art of teaching, and it is important that teachers should know it and be expert in it. Teaching is a gift, and the gifted one will divine many things, but we do not think it a wise use of mentality to divine what is already known. The thing to do with that is to appropriate it. Nor can we afford to wait for moments of inspiration to do that which should be done from the beginning.

I thank the normal schools for all that they have done, and if I make a little criticism on them it is in the spirit of kindness. With great regularity we find the normal school graduates unprepared at certain points, and we have to try to give them that preparation on the spot. That is, we have to do much normal school work on normal graduates. This, I think, might be obviated, and I have no doubt that it will be obviated as attention is called to it. If I might venture a suggestion, it would be this, that the normal school faculty visit their teachers, to some extent, after the latter are put to the test of actual teaching. We have had but one visit of inspection from a normal school teacher since I have been here, and that, though good, was brief.

The college graduates would be still more available if they could supplement their education with a course of professional instruction, such as is given in the State Normal College. But education, accurate scholarship and culture, are indispensable prerequisites to the highest success. The stream can rise no higher than its source, and to bring a school up to a fair level, the teachers must be much above that level.

The progress of our schools here is due very largely to the harmonious and enterprising action of the board of education, and the board is fully sustained by the people.

CANANDAIGUA.

HENRY L. TAYLOR, *Superintendent*.

General Conditions.

The general condition of the schools is most prosperous. Less friction has marked the year's course than any in its history. Our central thought has been, and is, to introduce any and all improvements warranted in experience at the earliest opportunity consistent with surrounding circumstances.

1. Attendance of pupils compares favorably with other years. The year's enrollment is: Male resident, 411; female, 407; total, 818; nonresident, male, 50; female, 62; total, 112; total registration, 930; percentage of attendance, 91.5; total attendance, 123,257

days; absences, 11,035; tardy, 15,430; excuses, 24,564; reported to superintendent 64.

A new course, the commercial, is designed to give the strongest possible preparation for business life. Especial attention is called to this course. The schools universally recognize the importance of mathematics, for arithmetic, algebra, geometry and trigonometry, are required to a greater or less extent by all colleges and technical schools of our country. English is conceded to be a requisite to business life, and the following quotation from the manual of Williams & Rogers' "Rochester Business University," shows its importance in stenography: "A thorough English education is necessary as preparation for beginning a course of study in short hand. Ignorance of the language is an insuperable bar to success. No matter how rapidly or well a pupil may learn to write short hand, if the knowledge indicated above be wanting, his attainments will be valueless." And the mere mention of the third branch of this course will convince all that the subjects are essential. Three years of training, devoted to bookkeeping, involving commercial arithmetic, business forms, retail and wholesale forms, freight and commission offices, exchange and banking, and a fourth year of typewriting and stenography, will certainly fit our boys and girls for the active duties of business life. The course is well-balanced, and its graduates can rest assured of completing a course as strong as the curriculum of our school affords. Programs will be adjusted so that French or German may be elected to the maximum, and graduates enter upon the technical courses without loss of time.

Apparatus and Specimens.

The school is well supplied with both for illustrations and instruction in general lines. For drawing, a complete set of models; for vocal music, a full sea of charts; for geography, a molding board, globes, heliotellus, and an entire system of maps, introductory and complete; for the sciences, manikins, chemicals, weights, measures, electrical and mechanical models and appliances, including the air-pump, Atwood and Holtz machines, microscopes and slides, hood, water, and fixtures, and engineer's transit rod and Gunter's chain, porte-luninier, and water lantern, while complete sets of specimens of rocks and minerals from the Regents, Ward's and Smithsonian institutes are found upon the laboratory shelves.

Library.

This follows two distinct lines — the school, for the use of pupils and teachers alone, comprising supplementary works, pedagogical works and indigent text-books; the public, embracing a reference

library for the use of the academic department and the public, and a circulating library for the use of all. The public library is open from 8.30 to 12 a. m., and from 1.30 to 4 p. m., the five school days of term time, and from 9 to 10 a. m., Monday, Wednesday and Friday of vacations. Each semester, 100 standard works are received from the New York State library, called a traveling library, to which all residents of the district have free access. Library No. 1 is now open, and No. 2 was accessible the last semester. Arrangements are also perfected for securing rare or expensive books from the State Library for the use of individuals, subject to the laws governing the State Library. A most valuable law and legislative library, the gift of Hon. John Raines, has just been added, the casing and cataloguing of which is now under way.

Incentives.

In addition to the honor of regular promotion with the grade semi-annually, a system of honors is employed to improve attendance, conduct and scholarship. To avoid the chagrin and discouragement attendant upon the failure to attain the one first prize, honors are awarded in such a way as to confer distinction and to award privileges to all competitors. Hereafter all honor pupils maintaining their rank in daily recitations, may be excused from examinations other than Regents, at the option of the superintendent. An exhibition of all work done in writing, drawing, maps, busy work, spelling and language is held annually the first day of anniversary week.

Patriotism.

That due regard to this important subject is had appears from the commemorative exercises of the past. With impressive ceremonies, Albert M. Murray Post, G. A. R., presented the school with the Stars and Stripes, February 22, 1890; and upon Memorial Day, 1893, unfurled the national colors from the main building. Columbus Day was observed by the schools and citizens, and the village witnessed one of the finest local parades of its history. Arbor Day, with tree planting and appropriate exercises, is ever observed, while a school society has taught legislative forms and parliamentary practice.

Teaching Force.

The marked advance made by the school is, in a great measure, due to the board's policy of engaging its teaching force. Its thorough organization admits of accurate application forms, whereby the position, the education, the experience, and the capabilities of applicants are definitely known before hiring. Its gradation of salary by an annual advance, dependent upon, (1)

educational qualifications; (2) experience; (3) length of service in the school; (4) ability; (5) success in teaching; (6) faithful service; and not upon a fictitious basis of upper grades, affords inducements for thorough preparation and loyal work; while the filling of vacancies, as they occur, from applicants presenting credentials from normal schools and colleges gives assurance of its purpose to secure the best.

The teaching force for 1893, by departments, hold certificates or diplomas as follows:

Primary.—Three first grade, five second grade and one normal.

Junior.—Two second grade, two first grade, two normal.

Senior.—One second grade, one first grade, one normal school, three normal college.

Academic.—Five college, Mt. Holyoke, Oberlin, Rochester two, Syracuse.

Graduates of the school enter, or have entered, unconditioned, Cornell, Hobart, Vassar, Syracuse, Albany, West Point, while pupils have won Cornell scholarships, second in 1889 and in 1890, first and third in 1892, and first, second and third in 1893.

CATSKILL.

EDWIN S. HARRIS, *Superintendent*.

I beg leave to submit the following report of the condition of the Catskill union school.

Catskill has only recently taken advantage of the law providing for supervision in villages, although a superintendent has been employed for several years.

Many changes have been made during the past year. In the academy an entirely new teaching corps was employed, consisting of none but college graduates. Students are required to hold the Regents' preacademic certificate and pass-cards for two additional subjects in order to enter the academic department. The course of study has been completely revised, so that a pupil may prepare in our school to enter any American college or university without difficulty. Elocution, laboratory work in natural science and French and German conversation are now features of the academic work.

In the primary and grammar schools a supervisor of drawing and music has been appointed, and this work is now as well done as in any public school of our State. A supervisor has immediate direction of the work in the primary grades and the necessary result has been that the efficiency of the teachers has

been greatly increased and the work is thoroughly modern and effective.

A new course of study was adopted with language rather than number as its strongest feature. The system of promotions based upon semi-annual examinations has been abandoned. Promotions are now made whenever they are advantageous to the pupil; and are made by the superintendent as the result of his own observation or upon the recommendation of the grade teacher.

Penmanship is taught by the natural movement method. The text-book in geography has been done away with except for reference. In the grammar grades the departmental method of instruction is followed with great success.

In the line of material equipment a new room has been fitted up for fourth year work in accord with the most advanced ideas of school economy.

Slate blackboards have been placed throughout the school. A chemical laboratory has been provided. The school is now well equipped for instruction in physiology, physics, geology, zoology and chemistry.

The most praiseworthy feature of our schools is the unsurpassed industry of the corps of teachers.

During the last year 692 pupils were in attendance; of these 334 were boys and 358 girls. The average age of the pupils was: First year, 5.9 years; second year, 7.8 years; third year, 9 years; fourth year, 10 years; fifth year, 11 years; sixth year, 11 years; seventh year, 13 years; eighth year, 12.1-2 years; ninth year, 15 years; academy, 15.8 years.

The average age of the graduates of the academy was 16.2 years.

There are nineteen teachers employed, four being in the academic department.

The per capita expenditure for school purposes was three dollars and thirty-seven cents. The annual tax was \$10,050.

CORTLAND.

C. V. COON, *Superintendent.*

During the year the board of education, by vote of the people, caused a splendid new building to be erected, at a cost of about \$30,000. It is situated on Railroad street, next to the Baptist Church. It is a brick structure standing over 100 feet from the street, having a beautiful lawn in front, through the middle of which a ten-foot cement walk extends leading to the front entrance, while a five-foot cement walk branches off in curve

form from the main walk and leads to the sides of the building and the two rear entrances. The building contains eight large study-rooms, with fifty-four sittings each, making the total sittings 432; two library-rooms, the superintendent's office, ample cloak rooms, commodious halls, and is neatly furnished. It is heated and ventilated with the Smead system, and the dry closets, which are in the basement. A large audience room is on the third floor, but is not finished and furnished as yet. The building is very attractive on the exterior and fitted with every convenience on the interior, such as toilet-rooms, marble wash-bowls, city water, hot and cold water on both floors, single desks only, visitors' chairs, etc. The building was occupied last April for the first, six rooms only being used.

This did away with the cobblestone school-house on Church street, and a rented building on same street used for school purposes; also the Port Watson street school; all of which had really outlived their usefulness.

It seems to me that one thing more is needed to make our school actually free, and that is free text-books. I can see no good reason for not furnishing books as well as ink, crayon, erasers, globes, maps and all other apparatus which is usually supplied. It would do away with many perplexities to the teacher and embarrassments and disadvantages to many worthy pupils whose parents are too poor or indifferent to supply them with books. I believe also that it would be economy, and at the same time the results much more satisfactory. I await reluctantly for the time when we may have free books.

Financial.

Receipts.

On hand July 26, 1892	\$21,466 67
Apportioned from State funds	3,895 04
Village taxes	7,200 00
Other sources	2,779 44
Borrowed money (deficit)	3,535 35
Total	<u>\$38,876 50</u>

Payments.

Teachers and superintendent, salaries	\$8,430 00
Fuel	655 54
Building school-house	25,375 80
Other expenses	4,415 50
Total	<u>\$38,876 84</u>

Statistical.

Number registered during year of school age.....	967
Average daily attendance, nearly	701
Whole number days attendance	135,256
Number teachers who are normal graduates	17

FLUSHING.

No. 5.

E. H. COOK, *Superintendent.*

The past year has been one of progress and increased attendance. Our teachers are faithful, earnest, and imbued with the true spirit of education.

We observed Arbor Day and planted nine trees on the school grounds. Our various classes have beds of flowers, in which they seem to take much interest. The aim of teachers and pupils is to make the surroundings of the school pleasant and attractive.

Kindergartens.

We now have two kindergartens connected with the schools, and they are very popular with parents and children. I believe that by means of this department we shall do much towards the solution of the question now agitating the educational fraternity of "how to shorten and enrich the elementary school work." The training of the kindergarten will enable the pupils to advance much more rapidly than formerly by means of the habits of observation, which the well-equipped kindergarten will give.

Departmental Teaching.

This plan has now been in use for two years in our schools in all work above the first six years. I believe that it will give us more thoughtful and self-reliant pupils. It tends to develop individuality. I fail to see any loss of discipline from the system, as claimed by those opposed to the plan. I do not believe that it will narrow the teachers, but will give them time for a much broader scholarship in their department. At the beginning of the seventh year our pupils may begin Latin, French or German. This plan seems to meet the approval of our community.

Drawing and Music.

We are making satisfactory progress in both of these departments, and we find them both great aids in the general work of training the pupils in habits of accuracy and attention.

Physical Education.

We have one teacher who takes entire supervision of this work, and I regard it as one of the most profitable departments of the school.

Time for Study.

In nearly all of our grades we have divided the class into two divisions, so that one division may study while the other is resiting. This plan is meeting with good success, and is developing habits of personal application on the part of pupils. Our teachers realize that we must give our pupils more power to do for themselves.

No. 7.

MARY L. LYLES, *Superintendent.*

Attendance.

Our attendance, which is generally very good, was much decreased last year, owing to the presence of several cases of small-pox in the village and consequent uneasiness on the part of the people.

Buildings.

Our buildings, though not new are in fairly good condition, and are comfortably heated by steam.

Course of Study.

During the past year we have shortened our course, and have now four primary and four grammar grades of one year each.

In addition to the ordinary English branches, instruction in German is given throughout the schools. We have a carefully planned course in form study and drawing, which we are following with fairly good results.

Vocal music is taught throughout the schools according to the national system.

Lessons in sewing are given to the girls of all grades above the second, and knife work to the boys of all grades above the fourth. Though but one hour a week is devoted to these branches, the results are most gratifying.

An exhibit last June of the work of the year elicited much praise from the patrons of the school and a number of visiting teachers.

Teachers.

Our teachers are earnest and progressive.

Regular monthly meetings of all the teachers, in addition to many grade meetings, were held throughout the year.

Several valuable educational works were read and discussed. Class exercises also were presented and criticised.

We have a small but excellent library of educational works for the use of teachers.

Pupils.

We have but little trouble with discipline, and feel that we gain in good order from year to year. Corporal punishment was abolished by order of the board about eight years ago, and the effect in the higher grades has been excellent. The older pupils appear to have quite a strong sense of responsibility in regard to the order upon the playgrounds, and there are no complaints of "bullying" by the older boys. Last year our pupils made generous donations to the two orphan asylums in the village at Christmas, to the Flushing hospital at Easter, and to the local G. A. R. post on Decoration Day.

A society of the older pupils and their teachers is formed each year. It meets once or twice a month outside of school hours, for mutual improvement and pleasure. We regard it as a valuable factor in our general discipline.

GENEVA.

WM. H. TRUESDALE, *Superintendent.*

Statistical, Etc.

The population of the district, which includes the village of Geneva and territory to the north of the same, has been steadily increasing. The board of education is composed of practical and progressive business and professional men, whose aim is to keep the schools under their control abreast of the times.

Although the last three years have been marked by greater improvement in the school buildings and equipments than the twenty years preceding, still the school accommodations are inadequate, and the board are now devising means for supplying additional accommodations. Contrary to expectations, it has become necessary to divide the lowest classes in two of our primary schools into divisions, and allow each to attend but one-half the day. While this arrangement may be said to meet the actual necessities of the children, it is not just to the teachers nor entirely satisfactory to the majority of the parents of these children.

The enrollment for the last school year was 1,214, and for the preceding year, 1,092, being an increase of a little more than

eleven per centum. This was the case, although the schools were closed from three to five weeks in the different departments by order of the board of health, on account of an epidemic of diphtheria in the village. The most careful observation and study has failed to discover that the schools contributed in any degree to the spread of the disease, as the sanitary condition of the school buildings, with a very few exceptions, and the sanitary regulations of the schools are believed to be above criticism.

The total number of persons of school age residing in the district, as shown by the school census, was 2,194 (a large Catholic school is maintained in the village). The total valuation of property was \$5,111,248, while for the preceding year the amount was \$4,592,332.

The amount paid for teachers' wages was.....	\$13,021 63
The amount paid for library purposes was.....	407 98
The amount paid for apparatus, blackboards, etc., was	396 00
The amount paid for school-houses, sites, etc., was..	26,479 17
The amount paid for all other incidental expenses was	2,640 60

The number of volumes in the school library, as shown by the last report, is 3,550.

The total number of duly licensed teachers employed and teaching at the same time, for thirty-two weeks or more during the school year, was thirty, being an increase of five over the number for the year 1891-92. The corps of teachers at the beginning of the school year included all the teachers of the year before. A few days after the opening of the fall term, however, Mrs. Caroline P. Leland, principal of one of the junior departments, who had rendered faithful and efficient service for a period of twenty-two years, was compelled, on account of ill health, to withdraw from the school. Her illness continued during the year, and after the schools were closed for the summer and many of the teachers were absent from town enjoying their well-earned vacation, she passed from earth to her rest and reward.

Columbian Celebration.

The Columbian celebration, as observed by our schools, October 21, 1892, must have a prominent and permanent place in the history of the schools of Geneva. As a lesson in patriotism, it can not be too highly valued. The following is taken from the Geneva Advertiser, of October twenty-fifth:

The old town of Geneva, the oldest town in the State of New York west of Albany, has celebrated a large number of events in the history of the town, the State and the Union. She has had processions small and great, of military, firemen and civic organizations. It has celebrated victories in the field, national holidays, Christian festivities, and at times has seen gathered here vast crowds to honor the memory of the illustrious dead. But never, at least in the memory of the writer of this, has there been a grander, prettier, more interesting or more patriotic celebration than that of Columbus Day, occurring on Friday, the twenty-first of October. The weather was just right in the afternoon, clear sky, bright sun, temperature about sixty, no dust, no mud.

The exercises in the morning were held by each school and branch separately, but precisely at the same hour. These exercises consisted of patriotic songs and recitations, reading the President's proclamation declaring it a legal holiday, and salutation to the flag, "Old Glory," the only flag in the wide world that floats over a free, prosperous and happy people. Though politicians may wrangle and struggle with voice and pen over methods of government, when it comes to the simple matter of the Stars and Stripes the people are a unit in action. Catholic and Protestant, native born or naturalized, all, with the single exception of the red-handed anarchist, who has no business on our shores, join in admiration of the Flag of the Free.

But the grand celebration was in the afternoon. At 1 o'clock the masses began to gather in the streets. The women of the households left their dinner work undone; the men left their offices, their desks, their workshops. There was no business. Why? It was the first children's celebration, and the board of education, the instructors in all the schools and the patrons of the schools gave the day over to children. To illustrate it, one mother was asked, "Will you let your little girl (aged about 6 years) march?" "Of course I will; and I would go ten miles to see her march." That's the spirit that animated all.

At 2 o'clock promptly that procession formed. First came the Thirty-fourth Separate Company band. Owing to the extreme youth of many of the little ones the leaders very wisely took the sidewalks, and in ranks of four, the youngest ones in the lead, they marched around the square.

The boys wore mortar boards, one rank in red, next in white, then in blue, and so alternating all through the ranks. The girls wore cloth caps arranged in the same way. St. Francis de Sales school, which marched just ahead of the high school pupils, was led by its uniformed cadets and drum corps. Every little boy and girl had a small neat badge pinned on the coat and dress

front. They kept excellent time in the march, and turned out in very large numbers. It took over half an hour to seat all the schools in the armory, but there was plenty of room for them, and when they became seated the populace packed in until there was not a vacant spot in the huge room. The lightest estimate is 2,500 people thus assembled.

The exercises in the armory were not so long as to become at all tedious, even to the children. The singing was rendered by the schools in grand chorus, accompanied by the band. Prof. O. D. Vail marked the time, and not one of that vast chorus but sang promptly up to time and tune. We never heard its equal from children—from so many children. No attention was paid to the parts, of course, but the melody was bold, clear and cheering. The first address was given by Prof. I. H. Stout, who spoke for the State Department of Public Instruction. His address was entirely off-hand, and he occupied about fifteen minutes. He impressed the audience with the fact that this was only a part of the grand celebration being held all over the United States, that to-day the stars and stripes were waving over every schoolhouse in every city, village and hamlet of the country. He never had a more enthusiastic audience, evidenced by the long-continued applause at different periods and at the close. Another grand chorus and then Rev. Dr. Converse told the story of Columbus, in his own thrilling, impressive way. Not only were the children interested in his address, but the older people in the audience listened attentively to every word spoken by him. We have seen in print a good many stories of Columbus, of his efforts to interest the nobility of Spain in his mad schemes to discover a new country, but none that pictured it in words so thrilling as those of Dr. Converse. The crowning point was when he told of the landing of Columbus, and planting the Holy Cross upon the land he had discovered, as an acknowledgment of his simple faith in God who had piloted him across the wild seas to the haven where he would be. But for that unbounded faith, he might have been led to abandon the trip even twenty-four hours before the accomplishment of the end sought.

The celebration was a grand success from beginning to end, and we never expect to see it equalled here.

Educational Exhibit.

The exhibit by our schools at the World's Columbian Exposition consisted of photographic views, interior and exterior, of the buildings, views of the pupils in the study halls, and the examination papers for the March and June Regents' examinations.

Washington's Birthday and Arbor Day were observed with appropriate exercises.

English.

The study of English has been much improved, and good work is done throughout the different grades of the school. The founding of the Corydon Wheat rhetorical prizes, by Mrs. Emily A. Wheat, in honor of her late husband, who was for many years a member of the board of education, has greatly increased the interest of the pupils in the practical study of English.

Training Class.

A teachers' training class was organized and very successfully conducted during two terms. Nearly all the members earned the certificate of graduation from the class, and several have entered upon the profession of teaching, while some have begun a normal school course.

General.

A set of regulations for the classification, appointment and promotion of teachers and grading their salaries has been adopted by the board of education. It is believed the efficiency of the corps of teachers will be improved thereby, and each and every teacher will stand upon his or her individual merit.

The school savings system has been adopted for our schools. It went into effect in April of the present year. The object, which is to encourage habits of thrift and economy, has so far been realized to the satisfaction of all interested in the plan.

GLENS FALLS.

SHERMAN WILLIAMS, *Superintendent.*

Vocal Music.

The past year has been rather an uneventful one with us on the whole. The most important change, perhaps, has been the introduction of vocal music as a study. Mr. Charles McGill was appointed instructor of vocal music in our schools last February. He has been remarkably successful in his work so far. I have rarely met a more skillful teacher. It is rather difficult to find an instructor in music who is a good teacher. I think the slow progress of vocal music in our schools generally, is due to the fact that musicians are very rarely teachers; they have no idea of managing classes, and but little power of control.

English Literature.

The public library is constantly becoming more and more of a factor in our school work. Nearly all our graduates leave school with considerable knowledge of English literature and the same is true of those who do not remain long enough to graduate. Every pupil after the fourth year is required to read a certain number of books each year out of school hours and the result is that while the children do not have a thorough knowledge of the history of English literature, they have read many good books and have cultivated a taste for good reading. To aid us in this work we have a supplemental reading library of nearly 5,000 volumes in addition to the public library, which is at our service. The pupils in each grade are also required to commit to memory five or six selections. Much care is taken with this part of the work.

A few years ago none of our pupils went to college or thought of it. Now some go each year and the number is constantly increasing.

High School Work.

In our high school grades much of the work is optional. We however, require that when a subject is dropped that some other subject of similar disciplinary value be substituted for it. The matter of tardiness no longer causes us much trouble. We will not average over sixty cases of tardiness in a month, per thousand pupils. There is considerable absence, more than seems to be warrantable, yet we do not seem to be able to lessen it materially. The absence comes almost wholly from one third of the families.

Free Text-books.

We do not have free text-books. If we had I think it would add materially to the attendance. I wish there were a State law requiring free text-books. Schools can hardly be said to be free while text-books are not furnished. As a matter of principle it is as proper to make the text-books free as desks or any thing else that is necessary to the work of the school.

Compulsory Education.

There is great need of an efficient compulsory education law but I begin to despair of ever having it. I have sometimes thought that the name was an unfortunate one. We are a people who are unwilling to be compelled to do anything. If the law were called an act to protect children in their rights it would be as true a statement of the matter and a less offensive way of putting it.

General.

I had hoped that we would establish free kindergarten schools this fall, but it seemed that the hard times made it unwise to incur any additional burdens just now. It is more than likely that the coming constitutional convention will deal with educational matters and not at all unlikely that there will be very few in the convention whose knowledge or experience will enable them to act with the greatest wisdom. Would it not be wise for the various educational organizations of the State to consider the matter and formulate such suggestions as their united experience would lead them to approve and forward them to the convention for consideration. Our educational system is so complex that changes, unless very carefully considered, are likely to work mischief and injustice. Still changes are no doubt desirable. On the other hand we need to be protected from too radical and too hasty action, and this can best be done by some constitutional provisions. It seems that there is great and immediate danger that our State, now far from being in the lead, so far as the school system is considered, will take many steps backward. So large a portion of our people do not believe in public schools at all that it will require strenuous efforts to hold our own, let alone going forward. I confess that we look to the immediate future with much apprehension, so far as the educational interests of our state are concerned.

HOOSICK FALLS.

A. G. CLEMENT, *Superintendent*.

I succeeded to the position of superintendent in August last. Superintendent Shull having resigned the office to accept a similar place in Long Island City. His connection with our schools dates from the fall of 1887, at which time he became principal and in 1891 superintendent.

The corps of instructors numbers twenty-one, most of whom have had several years experience. Some of them are graduates of a normal school; other have taken a partial normal course, and all evince a desire for improvement, and a willingness to accept and carry out suggestions.

The library comprises about 1,900 volumes, among which are a number of good reference books. The books have been for the most part well selected. Supplementary reading has received attention, and efforts to develop a refined literary taste have evidently been encouraged. There is a sufficient amount of phy-

sical and chemical apparatus to illustrate some of the leading principles of the sciences. The collection of specimens for the study of geology is very limited, and no provision seems to have been made for the study of zoology.

The disbursements for the past year are shown in the following list:

Paid superintendent	\$1,600 00
Teachers' wages, viz.:	
Paid six, at \$600	\$3,600 00
Paid seven, at \$350	2,450 00
Paid five, at \$400	2,000 00
Paid two, at \$450	900 00
Paid one, at \$500	500 00
	<hr/>
	9,450 00
Paid bond and interest	3,578 75
Paid janitors	1,682 25
Paid fuel	969 54
Paid contingent	793 93
Paid repairs	821 47
Paid insurance	512 00
Paid library	562 37
Paid books and apparatus	456 80
Paid furniture	342 40
Paid water	160 00
Paid clerk	125 00
Paid librarian	75 00
Paid printing and stationery	18 50
Paid refunding of tax	2 58
	<hr/>
	\$21,150 59
	<hr/>

The number of pupils enrolled for September, 1893, is 679; eighty-five of these are in the high school:

That the board of education desires to promote the interests of the schools and increase their efficiency is evinced by a series of resolutions passed at a regular meeting, September 8, 1893, as follows:

Resolved, That the superintendent of schools be authorized to apply to the Superintendent of Public Instruction of New York State for the establishment of a teachers' training class in union free school district No. 1, Hoosick Falls, N. Y. Adopted.

Resolved, That the board of education of union free schools, etc., adopts the courses of study leading to the academic diploma, as suggested by the Board of Regents. Adopted.

Resolved, That hereafter the board of education of union free school, etc., shall require of pupils as a condition of graduation, the possession of the Regents' academic diploma, or its equivalent.

Resolved, That hereafter, whenever a vacancy shall occur in the corps of teachers of the high school (the music teacher excepted), of union free school, etc., only college graduates shall be eligible for election to such vacancy. Adopted.

Resolved, That whenever a vacancy shall occur in the corps of teachers in the grammar grades, the possession of a normal school diploma shall be the minimum qualification for election to such vacancy; and that whenever a vacancy shall occur in the other grades, candidates for such vacancy must possess either normal school diplomas or certificates of graduation from a teachers' training class, approved by the Superintendent of Public Instruction.

Resolved, That the foregoing resolutions shall not affect the present corps of teachers so long as they remain in continuous service.

Resolved, That another year be added to the course of study in the high school, so as to include advanced German or Greek, advanced French or Latin, advanced English, advanced chemistry, advanced physics and general history in the curriculum.

Acting in accordance with the spirit of the last resolution, the trustees have already increased the facilities for individual work in the laboratory, and have purchased a set of classical wall maps and a number of classical reference books. The outlook is excellent. The opportunity is great. The prospective work is inspiring.

JAMAICA.

No. 4.

W. J. BALLARD, *Superintendent*.

Since I took charge of the Jamaica schools, as principal, nearly twenty years ago, the salaries paid to assistant teachers have almost doubled, and in some cases more than doubled. The lowest salary paid now is \$400. Then the only normal graduate in the school was the principal; now, we have five normal graduates, one college graduate, and one art school graduate. Two normal graduates will be engaged before December first to take charge of extra classes that must be formed.

Few schools are so well equipped with maps, charts and apparatus for teaching physics and chemistry. We have one of the

best school libraries in the State. For the benefit of the library we have a lecture course every season. Last year, Lieutenant Peary, F. Marion Crawford, George Kennan and Professor Charles Young, of Princeton College, were on the course. The latter gave a course of three lectures upon astronomy. During the past few years such men as Sir Edwin Arnold, Edward Eggleston, Geo. W. Cable, Will Carleton, James Whitcomb Riley, Paul B. Du Chaillu, Max O'Rell, and other prominent authors, have appeared on our courses. The schools are growing very rapidly, and it is only a question of time when we must have better accommodations.

No. 7.

CYRUS E. SMITH, *Superintendent.*

Since my last report great changes have taken place in the Woodhaven schools. During the year we were obliged to continue our work in five buildings, only one being suitable for school purposes; yet we have taken no backward step.

We are exceedingly joyful at the bright prospect before us. The new year finds us comfortably seated in our three new buildings, which are equipped with modern, scientific heating, ventilation and light. We have also adopted a new course of study, drafted with special reference to the correlation of subjects, with a strong trend toward the practical education of children. We have few studies and our aim is to teach them thoroughly. Our text-books and other school material are free.

A large percentage of the patrons of our schools are factory operatives, and they look to the schools for the education of their children, many of whom are of French extraction. A large number come into school speaking very little or no English, but they think quickly and are ambitious to learn.

Our teaching force now numbers twenty-seven, of which seventeen are normal school graduates. A teachers' training class has been established with thirteen students, and good results are anticipated. Our substitute supply is drawn from this class.

We are preparing to open a new district library in the high school building; proper legal steps have already been taken, and soon the pupils of school may avail themselves of the use of good books.

Music and drawing are taught by a special teacher.

JOHNSTOWN.

WM. S. SNYDER, *Superintendent*.

A decided progress has been made during the past year toward providing for the needs of the school. A new site has been purchased, and a new building of eight rooms, with all modern improvements, has been erected; also an addition of four rooms to the Perry street school. We have now four buildings containing thirty-five departments, with a seating capacity of 2,000.

	1893.	1892.
1. Number of teachers employed	26	25
2. Number of children over 5 and under 21....	2,278	2,252
3. Number of pupils registered	1,563	1,526
4. Teachers holding normal certificates.....	19	16
5. Average daily attendance	1,109	1,079
6. Whole number days' attendance.....	211,902	208,316

Music and drawing is under the supervision of a lady well adapted to the work.

Marking and Promoting.

A radical change has been made in the method of marking and promoting. After an experience of many years in the daily marking of recitations that plan has been abandoned. It was found to require too much of the time and attention of the teacher, and was very often unjust to the pupil.

Plan.

Every teacher is to make and record, within two months after the regular time for promotion, a careful estimate of the work of each pupil in every branch of study as required. This estimate should be based upon the fidelity and success with which the pupils have done assigned work, and also upon their success in oral and written tests, which have been employed as an element of teaching, and the answers to which have not been valued numerically.

It shall not be based upon the daily marking of recitations, nor upon the deportment, nor upon stated examinations; but the teacher may keep such memoranda of pupils' work as are deemed necessary. The record shall be retained by the superintendent, and returned to the teachers for correction at least three times during the year. The last correction will be the basis for promotion:

Standing of pupils estimated as follows: Excellent, E; good, G; poor, P.

Modify by using the signs plus or minus, provided the higher or lower estimate can readily be made.

Wants.

An efficient compulsory law.

Appointment of suitable truant officers.

Free text-books.

Free kindergarten schools.

Township system, politics excluded.

LANSINGBURGH.

GEORGE F. SAWYER, *Superintendent*.

Coming a stranger to the schools of Lansingburgh, near the beginning of the year, I am unable to compare the results of the past year's work with those of former years. There has been, however, an earnest effort to at least conserve all the excellencies found in the schools, and an attempt at improvement at some points where changes seemed desirable.

Attendance.

There was a small increase in the number of pupils enrolled and in the average daily attendance, as compared with the year before. The per cent of attendance was at least fairly good. Never but once during the year, and then but in a single school, did the per cent of attendance for a month fall below ninety. The average per cent of attendance for the year was ninety-four and forty-three one-hundredths.

These figures are true as based upon the number of pupils considered as actually belonging to the schools during the year, and yet they by no means indicate the amount of irregularity of attendance upon our schools. The average daily attendance for the year was 1,308, while the number of different pupils registered during the year was 1,836. Thus, only a little more than seventy-one per cent of the pupils enrolled were, upon an average, actually present during the year.

While much of this irregularity is only apparent, coming from a change of residence from town to town, very much of it is real, and come from a lack, on the part of both parents and

pupils, of an appreciation of school privileges and of the advantages to be gained from regularity of attendance. I can but think that an efficient truant officer would largely correct this kind of irregularity.

Buildings and Teachers.

We have five school buildings, all save one in very good condition, and all well cared for.

During the year we employed fifty teachers, including the teacher in drawing and four special assistants, nearly all of whom were earnest, devoted and enthusiastic in their work, and almost without exception ready to enter heartily into anything for the improvement of their schools.

In methods of instruction and discipline few changes were made from those previously in use. The half-holiday at the end of the month, for such classes as have reached certain standards in attendance, or for the individual pupils who have been neither absent nor tardy during the month, serves to check irregularities.

Language Work.

In the study of language, all the teaching had been oral up to and including the seventh grade. Near the beginning of the year, text-books were given to the pupils of the sixth and seventh grades, and by way of experiment, to one class of the fifth grade also. The results were so satisfactory that, during the coming year, all the pupils of the fifth grade will use text-books in this subject. The pupils are more enthusiastic in their work; the work is more systematically and more thoroughly done, with much less effort by the teacher, and, we believe, with a better result upon the pupils. There is also a relief, in part, from the great strain upon the eyes that comes from so much reading from a distant blackboard.

In all our teaching we keep in mind the oft-repeated maxim, "Every lesson a language lesson;" and yet we realize the danger of so distracting the mind of the pupil from the real work in hand, as to entirely destroy its force. The importance of helping our pupils to the natural and easy use of correct language can hardly be overrated. It should never be lost sight of, and no proper opportunity of work to this end should pass unimproved. But it is equally true that if arithmetic is to be taught with success, the lesson in that subject must be distinctively an arithmetic lesson, and must be so presented as to leave that impression clear on the mind of the pupil, without too constant worry, as the lesson proceeds, as to the formation of sentences.

Drawing.

Drawing (including modeling in clay in the primary classes) is systematically taught in all our grades and with much satisfaction. We sent to Chicago representative work from all the grades above the second, not the work of specially talented pupils, nor specially prepared work, and not the best work in the class in all cases, but such as would seem best to illustrate the system and kind of work done every day in the schools. All who saw it before it was sent, pronounced it a very creditable showing.

Kindergartens.

The public kindergartens, of which we have three, continue to grow in popular favor and patronage. There was a total enrollment in the three classes during the year, of 165, with an average attendance of seventy. This is an increase of ten in average attendance over the previous year.

In two respects, at least, the good effect of the kindergarten upon our schools is very apparent. I refer to the influence it has upon the discipline of the schools, and the comparative ease with which the pupils who have been in attendance perform the first years of school-work. Our teachers are unanimous in saying that children coming from the kindergarten are, on the whole, much less troublesome than others are. Its benign influence seems, as might be expected, perhaps, to be most apparent in the case of younger children of many families, the older members of which had always given much trouble in school.

As to the greater readiness with which these children understand and do their work, testimony among our teachers, is, I think, equally uniform. One teacher said: "The greatest trouble I have with these pupils is in providing them with work. They, as a whole, are able to understand their work so much more readily, and can do it so much more rapidly than the others, that it is often a puzzle to keep them busy."

Work was sent to the Columbian Exposition from each of the three classes in perforating, sewing, weaving and parquetry.

We greatly desire the organization of a fourth kindergarten to accommodate the people living in the southern part of the town. But there seems at present to be no place available for the purpose. When, however, the new building so much needed here is erected, provision will, without doubt, be made for the kindergarten.

In the teaching of penmanship, the results have not been satisfactory, and the board of education has decided to employ a special teacher in that branch. We hope, therefore, to be able

to report better things in the future. Text-books and all other school supplies are furnished by the district at a great saving of annoyance, and we believe of money also. The board of education are ready to make ample provision for all the real needs of the schools, and the people very cordially support them in their generosity.

LITTLE FALLS.

THOMAS A. CASWELL, *Superintendent.*

General.

Number of pupils now enrolled	970
Number of teachers employed	25

We have added two teachers to our corps for this year, one for primary work and one for music. We are giving the "Tonic sol fa" system of music a test for this year, and have placed the work in the charge of Miss Ella Fitch, of Little Falls, who is thoroughly familiar with the work.

During the past year we introduced the "Wells' system of penmanship," or the "Natural movement method," as it is called. The results from that work, thus far, are more flattering than we had any reason to expect. Our pupils are already acquiring that free, easy movement which is so necessary to good penmanship.

It is the policy of the board of education to employ, hereafter, none but the most competent teachers, and with that in view three normal graduates have been employed for this year. They are proving themselves most valuable additions to our corps of teachers.

Financial.

Receipts for past year.

From the State for teachers' wages and superintendent's salary	\$4,459 30
For library	20 89
Regents' literary fund	590 45
Raised by tax	14,643 02
From tuition bills	351 83
Other sources	11 00
Total	<u>\$20,076 49</u>

Payments,

Salaries of teachers and superintendent	\$13,696 00
All other expenses	6,273 38
	<hr/>
Total	\$19,969 38
	<hr/> <hr/>
Balance on hand August 1 1893	\$107 11
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MALONE.

SARAH L. PERRY, *Superintendent.*

The schools of Malone are known as Franklin academy and Malone graded schools. In the academy six teachers are employed besides the principal, who has the exclusive supervision of the work of this department. The teaching force of the grades includes seventeen regular teachers, a supervisor of music, a supervisor of drawing, and a superintendent of grades. This number is a reduction of five from the number employed before the opening of the parochial school in this place last year.

The work of the past year has been the pleasantest in the history of our schools. The attendance has been less irregular, more interest has been manifested in school work, we have met with less irritating occurrences than in any previous year. Effort has been made to strengthen the work in all subjects, but especial thought has been given to the subject of reading. The reading matter is now all supplied by the board of education, and includes material in geography, science, history and literature. We hope soon to have these four lines complete from the third through the eighth grade.

During the present term an intense interest has been excited in the lower grades in the study of zoology and botany. The work is entirely with specimens furnished by the children, and is integrated wherever possible with reading, composition and drawing.

The feasibility of establishing a public kindergarten has been discussed, but not to the point of introduction. We believe it is sure to come in the near future with some other needed improvements.

NEW ROCHELLE.

ISAAC E. YOUNG, *Superintendent*.

The rapid growth of numbers in our schools continues. Fortunately the interest of our people in the children keeps pace with the increase of school population.

During the month of June, hundreds of citizens visited the classrooms in all our schools and carefully examined the work of the pupils.

At the annual meeting, August 22, 1893, plans were approved for a school-house, to cost about \$30,000. Owing to the stringency in the money market, the people have not yet been asked to vote the money for the new building.

A dwelling-house, corner Main street and Maple avenue, has been rented, and a new school will be opened there with at least three class-room teachers.

Columbus Day was duly observed. The formal hoisting of flags by the pupils, assisted by Flandreau Post, G. A. R., was an impressive scene. Appropriate literary exercises were held in all the schools during the forenoon. A parade of the school children, in which the board of education and Grand Army men took part, was the principal feature of the afternoon exercises. Nearly 1,500 children, led by a brass band, was an attraction which brought crowds of people from out of town to witness the Columbus Day celebration.

Arbor day continues to be one of special interest to pupils and parents. Three trees and a large number of shrubs were planted this year.

Our school grounds are kept in a good condition. A neatly-cut lawn, beds of flowers, and groups of shrubbery are not without their influence for good on the children.

School Statistics.

Population (estimated)	10,250
Number of children of school age	2,775
Number of different pupils registered	1,770
Average daily attendance	1,155
Number of regular teachers employed	28
Number pupils to each class teacher	41 1-4
Number of special teachers employed	3
Cost per pupil for supervision and instruction, based on average daily attendance	\$18 75
Amount expended for free text-books,* stationery, and other class-room supplies	1,316 70

NORTH TONAWANDA.

CLINTON S. MARSH, A. B., *Superintendent.*

General.

The general healthfulness of North Tonawanda during the past year has been unsurpassed. The cleanliness and excellent sanitary conditions of the buildings, together with light gymnastic work, have tended to promote the healthfulness of the pupils.

Each year has brought to us an additional group of children, and this year is to be no exception. The fifth week finds our number, as compared with the corresponding week of last year, increased by (134) one hundred thirty-four pupils. Our corps of teachers has been increased to forty.

Buildings.

Notwithstanding the expenditure of \$50,000 within the last two years, every room is occupied, while we rent annexes and hear recitations in rooms entirely unsuitable for the purpose. New facilities in buildings are needed to-day as never before. Our people have always proven liberal and anxious that we be surpassed by none. We are confident that new buildings will be granted as soon as we show them the necessity for the same.

Free Text-books.

By the appropriation made at the last annual school meeting (1892), we are able to furnish free text-books and material in all branches, including music, penmanship and drawing. The only expense that our pupils have to undergo now is that of buying pads and pencils.

Arbor Day and the National Flag.

We celebrated Arbor Day last year, both by the usual custom of planting trees, vines and flowers, and by raising three poles and by hoisting as many flags. The flags are conspicuously displayed on all national holidays. Professor Gowen is making a special effort to instill patriotism by teaching national songs in all grades, while each teacher is expected to see that every pupil learns some patriotic selection for recitation during the year.

Teachers' Meetings.

General faculty meeting is held the first Friday of each month. The primary teachers meet the superintendent the second Friday, and grammar grade teachers the fourth Friday. School discipline, grade work, grade limits, methods and pedagogical works are discussed at these meetings.

Teachers.

We have at present (including the supervisory) forty teachers. They may be classified as follows:

College graduates (classical)	3
Normal graduates (classical)	10
Normal graduates (advanced English)	5
Normal graduates (elementary)	4
Graduate of business college, Rochester	1
High school graduates (with training course)	11
Kindergarten graduates	2
Graduates from our own kindergarten	2
Prang teacher	1
Music teacher	1

Extract from the Manual of 1893.

Registration during the month of September.

The following table shows the growth of our schools:

1886	470
1887	493
1888	543
1889	790
1890	830
1891	1,004
1892	1,163
1893	1,297

School Population and Registration and Public Money.

	1881.	1882.	1883.	1884.	1885.	1886	1887.	1888.	1889.	1890.	1891.	1892.	1893.
Number of teachers.....	5	9	10	10	11	12	.....	16	18	27	32	40
Population	1,028	959	1 017	1,215	1,398	1,497	.....	.....	.....	7,389	*9,000	*10,000
Number of pupils registered.....	379	545	536	550	603	682	793	.....	1,207	1,365	*1,516	.....
Average attendance.....	184	266	299	306	340	396	479	.....	702	852	*1,061	.....
Per cent of average on attendance of registration...	48½	484.5	557.10	556.16	564.10	58	66⅝	.....	581.6	62½	.....	.....
Average number belonging to school	416	432	567	.....	763	943	1,151	.....
Per cent of average on number belonging	81	91	84	.....	91	91	93	.....
Per cent of registration on population.....	37	56	52	45	43	46	.....	.....	52	60	.....	.....
Per cent of those belonging on registration.....	69	63	70	... ..	63	70	.....	.....
Public money.....	833	1 016	1,511	1,416	1,547	1,582	2,008	2,180	2,234	2,674	4,190	*5,600	.....

* Estimated.

Evening Schools.

Our evening schools have become a well-established part of our school system. There are many young people employed in stores, factories, mills and lumber yards whose only opportunity of acquiring an education is the evening school. These schools are well attended. They are taught by three competent teachers. The subjects taught are arithmetic, reading, spelling, grammar, penmanship, and bookkeeping. No surer means can be found to counteract the evils so prevalent among young people than that of pleasant, intellectual employment. Many of the best young men and women of our town, occupying positions of responsibility, have acquired their training at our evening schools.

Laboratories and Libraries.

The library has been provided with a new home by the addition of a wing to the high school building well adapted to the use of the superintendent and the library. The number of books and pamphlets last reported to the Regents was 1,500. The district expended last year between \$200 and \$300 for books. There remains in the treasurer's hands about \$800.

We have added to our high school a laboratory which we believe to be excelled by few academies of the State. The day of text-book cramming is past. The board has recognized that the student and not the curriculum is to receive chief consideration.

Our laboratories and libraries and cabinets will aid vastly in developing thinking men and women of Niagara's boys and girls.

Commercial Department.

During the past year we have raised the condition of entrance to the commercial department, and as a result we expect to increase the respect of all young people for this department. That this is the result already accomplished is attested by the fact that we have at present five high school graduates studying book-keeping, typewriting and business methods in the department, besides the other well equipped and advanced young people who honor the institution.

Music.

The time has come when, in the revolution that is taking place in the educational system of our country music is to be placed on an equal footing with all other subjects. "We teach arithmetic for business, geography for commerce, reading for information, language for culture, physiology for health, drawing for industrial art, singing for character and enjoyment."

The results that are already being accomplished under the supervision of Prof. E. S. Gowen are quite wonderful so far as interest, discipline and ability to handle simple music are concerned. The system used is the Holt Normal System.

Drawing.

In January, 1892, we recognized drawing as a legitimate part of all school work. Miss Balch established the work for us. It is now being thoroughly supervised by Miss Eliza A. Sargent, of New York.

Penmanship.

In September, 1891, we introduced the Wells' system of penmanship. Prof. Wells has visited us frequently, met our teachers as a body, visited their class-rooms, and given master of penmanship professional advice. All work handed to the teacher must be in pen and ink, properly spaced and punctuated. The growth in penmanship in our grades has been phenomenal.

The Savings Bank.

The savings bank is an institution of great worth to us in training our children to save, to gain a practical knowledge of the methods of banking, to become provident and intelligent citizens. The placing of banks in the homes has reduced the amount of our deposits, but we still have in bank \$542.40.

Kindergartens.

At the beginning of the school year, 1892-1893, we placed a pure kindergarten in building No. 1. We have placed in charge Miss Martha Hathaway, a graduate of Madame Kraus's school of New York, and have given her one assistant. The room has at present thirty-five pupils. The seats have been removed from the old kindergarten, and the latest and most improved apparatus has been placed in the room. In building No. 2 we have a kindergarten department, established in 1888, with a superior primary teacher at its head, who has had training in our kindergarten department. In building No. 3 we have this year established a kindergarten with Miss Myra Staples, a graduate of the Oswego kindergarten, at its head. In No. 4 we have a graduate of our own kindergarten teaching a subprimary room.

Grade Work.

Our grade work has been thoroughly reorganized. The number of grades has been reduced to eight, while we have added drawing, American history and physiology to the requirements to entrance to the high school.

Promotions.

Primary grades are promoted upon the recommendation of the principal and the grade teacher, without examination. Individual pupils of the first to the fifth grades inclusive are promoted on the recommendation of the principal and the grade teacher at any time. Sixth-grade pupils, having an average standing of ninety per cent, are permitted to take seventh grade geography, in addition to the regular grade work. Seventh and eighth-grade pupils, having an average standing of ninety per cent, may take a language in the high school. Written examinations begin in the fourth grades, and are for the purpose of testing the pupil's growth rather than for promotion.

High School — English.

Systematic work is done in English in all grades. The following work must be successively taken (twenty weeks each) in the high school: Advanced English, composition, rhetoric, English literature. Each student must also take part in the rhetoricals four times a year, and in ex tempore current topics twice each week.

Every student plans his work so that he may enter some other school after his graduation.

Twenty-one were graduated last June. Of these, eighteen were graduated from the high school proper, and three from the commercial department. They are working as follows this year:

Graduate work in our high school	6
Wellesley College	1
Cornell University	3
Elmira College	1
Buffalo Normal	6
University of Pennsylvania	1
Niagara University	1
Offices (commercial graduates)	2

Other graduates are attending Rochester, Syracuse, Union and Wellesley colleges.

NORWICH.

E. W. GRIFFITH, *Superintendent.*

We are aiming to promote the highest good of the individual pupil, to be guided by the thought that it is the school for the pupil and not the pupil for the school, and at the same time to accomplish the greatest good for the greatest number.

Promotions Twice a Year.

With the above ideas in view, semi-annual promotions were adopted in 1892, and we have had a year of experience. It was thought that by this means the teachers would obtain a stronger hold upon their grades, the pupils would work with more zeal, the parents would become more deeply interested in the efforts and progress of their children, fewer pupils would drop out of the schools and those who fail would lose less time. While a year or a year and a half is too short a time in which to reach a sound conclusion in the matter it must be said that our experience thus far tends decidedly to confirm the anticipations we had formed.

Promotion Without Examination.

In keeping with the progress of ideas in school administration we are promoting pupils without examinations for this purpose. We have tested the new departure sufficiently so that we are convinced that pupils are thus relieved of much unnecessary and injurious nervous strain which usually occurs just when pupils are least able to stand it; that they are thus taught that to be finally successful they should succeed every week and every day; that the standard of qualification is not lowered, but, on the contrary, the efforts and spirit of the pupils are improved. While oral tests continually occur written examinations are given by the teachers of the various classes as often as once in from one to four weeks and are what may be called "teaching examinations."

Privileges Extended.

A strong endeavor is being made to maintain the interest of all pupils in the advanced grades, and have them secure admission to the high school. When once they have entered the academic department every effort is put forth to deepen their interest and to induce them to complete a course and, if possible, go to college. As to how well we are succeeding in this respect it may be said that our academic department is much the largest it has ever been, that our last year's graduating class was nearly double the size of the average class and the present one is nearly treble. During last year graduates of our school were in attendance at Colgate, Cornell, Rochester, Syracuse, Vassar and Yale.

English.

In some localities pupils seem to have come to think that Greek, Latin, French and German are all important and a satisfactory use of our mother tongue may be acquired without par-

ticular effort. While we are not neglecting ancient or modern languages as appears from the fact that never before in the history of the school were so many pursuing these branches, we are infusing new life into the study of English. Recognizing the poverty of work in the ordinary grammars, we have added a full, balanced course in English literature and composition, beginning formally with the seventh year's work, continuing through the grades into the academic department and providing five hours of work per week throughout every year of the high school course. We hope we shall thus do somewhat toward giving the students a symmetrical knowledge and fluent use of English and an acquaintance with the treasures of thought it contains.

NYACK.

IRA H. LAWTON, *Superintendent.*

General.

There is little to add to the report of last year. We have moved along the lines there given with gratifying success, as shown by more solid and practical work.

A few matters of interest might be mentioned. January last the grammar school, which receives pupils at the fifth year of school life, was departmentalized, making in the first place two divisions, called from the work done the inductive and deductive divisions. These each comprised two years' work, with four teachers, and as we have eight subjects on our course, each teacher was assigned two subjects, with four classes in each subject.

The plan thus far works well, and shows better results for the time than we obtained under the old system. Examinations were abolished, and class promotions changed to individual ones. We promote every week, if necessary. The two combined makes it possible for a bright pupil to advance according to his ability, while the slow one is neither pushed beyond his strength nor carried along where he has no right to be. There seems to be no serious objection to this, as far as we can judge from its working; on the contrary, better results have been secured and justice meted out.

Discipline has been maintained on the lines of kindness and forbearance, with the results shown last year. Kindness and justice, exercised with judgment, makes a better school than the rod.

Arbor Day was observed with appropriate exercises.

We have, by natural increase, nearly made up the loss of numbers caused by the establishment of a parochial school, our registry amounting to 1,024.

Music and drawing have been taught by the regular grade teachers, and results much in advance of those obtained under the system of a special teacher for both is gratifying, as nearly twice as much thorough work was accomplished.

The corps of teachers was much strengthened and we now have a very strong force. With a progressive and aggressive board, the Nyack union school has bright prospects for advancement, and the outlook is full of encouragement.

ONEONTA.

NATHANIEL N. BULL, *Superintendent.*

General.

The progress made in our schools during the past year has been in a high degree satisfactory. The school commenced September 6, 1892, with a registration considerably in excess of the year preceding, and the attendance was well kept up during the year.

The establishment of the normal school at Oneonta has affected the attendance somewhat in the academic department of the union school. Students, who have an idea of preparing themselves for teachers, prefer, quite naturally, to take a course of study leading to a normal school diploma, rather than to study for a Regent's diploma in the union school.

At the beginning of the school, last autumn, typewriting and stenography were introduced into the academic department of the union school, and a special teacher employed to take charge of those subjects. The success of the experiment was sufficient to warrant its continuance and to give good reason to hope for excellent results from it in the future.

During the past year nineteen teachers have been employed: Academic department, three teachers; preparatory academic, three teachers; intermediate grades, five teachers; primary grades, six teachers; typewriting and stenography, one teacher; music, one teacher.

The school census in June showed 1,575 children of school age, of whom 990 (62.8) were enrolled in the public school. There were twenty-five non-resident pupils enrolled, making a total enrollment of 1,015 pupils, representing 632 families.

Summary of Attendance.

Whole number registered	1,015
Whole number of days taught	192
Whole number of days' attendance	125,185
Average daily attendance	652
Average daily per cent of number registered	64.2
Average number belonging weekly	747.3
Average number present weekly	712.8
Sessions (half-days) lost by absence	40,532
Cases of tardiness	4,160
Time lost by tardiness	912 h. 15. m.

The library, at the close of the year, contained 2,500 volumes, estimated at a value of \$2,400.

Under the new library law, our library has been transferred to the control of a board of trustees chosen for the purpose, and has been chartered by the Regents as a public library.

Teachers' meetings have been held each week during the year; at such meetings, matters relating to the instruction of classes and the discipline of the school were discussed, and, as far as practicable, the work outlined from week to week.

Receipts.

Balance on hand, July 26, 1892.....	\$4,633 22
Received from all sources	16,719 72
Total	\$21,352 94

Payments.

For teachers' wages	\$9,350 00
For expenses for school-houses and sites.....	7,362 97
For libraries, apparatus, etc	903 40
For all other incidental expenses	2,487 81
Balance on hand, July 25, 1893	1,248 76
Total	\$21,352 94

OWEGO.

EDWIN P. RECORDON, *Superintendent.*

Improvements.

Extensive repairs have been made in all the school buildings. The interiors have been brightened with a fresh coat of kalsomine, and while the old blackboards in part have been replaced

by slate, the wooden walks of the school grounds have all given way to the durable flagstone, and the lawns have been greatly improved.

Music.

For the past year music has been taught in our schools under the supervision of a special teacher, Miss Alice M. Hutchinson. The national music course, prepared by Luther Whiting Mason, has been used with most gratifying results. The exercises are so graded that little children are easily led along and soon are able to sing correctly by note.

Many patrons of the school have expressed their gratification that music is one of the recognized studies in school. One gentleman said: "My little boy never sang until he went to school and now he sings himself to sleep every night."

All admit the refining influences of music. The following quotation from De Wier shows the need of cultivating the higher nature:

"In this busy, money-getting, money-hoarding, prosaic world, we are so apt to be swallowed up with the realistic that we are unmindful of everything that does not bear the imprint of dollars and cents.

"Happier we, as a nation, if we could blend the practical of life more than we do with the aesthetical. Through what better medium can we round the sharp edges of life than by the refining influence of music?"

Is there any practical benefit in the study of music?

In the school-room, when pupils become fatigued from other studies, it is a refreshment and rest to turn to their music books and join in their songs. Then, too, it develops their physical power of speech.

It was noticed at a school commencement that the best speakers were those who were most proficient in vocal music, and that one person whom it was very difficult to understand was a person who never sang.

If it is practical to train children to earn the means of living it is just as practical to train them to live to get the most good out of life. It is not expected that the training in music that pupils get in school will make them accomplished musicians. It is only expected to give them a knowledge of the rudiments of music, enable them to read music at sight, and educate and develop the musical taste.

Drawing.

This year a change was made in the drawing books. Prang's shorter course was dropped, and Prang's complete course adopted.

Training Classes.

The teachers' training class was continued through the entire school year. The members of the class compared favorably in numbers and scholarship with those of previous years. By their interested attention and ready response to the requirements of the instructor, in the preparation of subject-matter and in practice teaching, the members seemed fully to realize the importance of professional training. It has been the purpose of the class to awaken an interest in the best methods of teaching and to emphasize and put into practice, as far as possible, the essentials vital to the organization, instruction, discipline and management of a school. As the training classes serve to give young teachers experience by observation and practice-work, and to teach them to compare what they see and hear with some standard of excellence; the tendency must be to broaden their views and make their work more effectual in the public schools of the State.

English.

The study of the English language has been, for several years, the leading principle of the course of study in all the grades. It has been found that, when the teacher makes it the principal aim to secure correct habits of expression in talking and in recitation, and pupils are taught to write correctly their thoughts from the very beginning of the course on all the subjects of study; in fact, when the teacher uses all topics as a means for securing a thorough knowledge of English, and a clear and concise habit of expression in composition and daily conversation, not only are the various subjects more thoroughly mastered, but also a better mental discipline is secured. Then, geography becomes a medium by which the habit of observation is formed, the imagination and the power of description is cultivated.

From the formulas of algebra, arithmetic and geometry become living language, forming habits of concise reasoning and expression. Then, the Latin and Greek and the modern languages become practical studies for the highest development of the mind, and the student becomes fitted in the high school to pursue the critical study of English literature and to grapple with the splendid problems of science.

And, best of all, the student requires no more time to complete a given course of study in mathematics, language, with ancient or modern languages, when extensive courses of reading and literature are added. Indeed, in many cases, the time is shortened, and in all cases more thorough training and better results are obtained.

Statistical Report.

Number of children of school age	1,330
Number of resident pupils registered during the year,	852
Number of non-resident pupils registered during the year	110
Average daily attendance of all the pupils	670
Total days of attendance	130,042
Number of teachers employed during the year	29

PLATTSBURGH.

GEORGE J. McANDREW, *Superintendent.*

Statistics.

General Statement.

The schools are well equipped and the teaching force very efficient. The attendance taxes the capacity of the buildings, notwithstanding there is in the village an excellent normal school, which draws more or less from all our grades. The presence of good schools for a long period has given rise to a sentiment which demands the best things in education, and the board has never been slow to furnish them.

The High School.

There is a new library of 621 volumes in the rear of the assembly room, to which the students have access. The value of having well-chosen books at hand for the pupils is proven by the eagerness and frequency with which the books are used. The High School Student, published by the senior class, has a large number of exchanges which put them in touch with other similar schools. The class graduated in June, numbered twenty, and it now has representatives in Harvard, Yale, Williams, Cornell and Syracuse. We have special teachers for elocution, music and the commercial course. The specialists are doing valuable work without crowding the curriculum. The commercial course, an experiment, is becoming a popular and valuable department for the reason that it takes pupils who are ready for a practical career, and teaches them practical things. Stenography, typewriting, practical bookkeeping and commercial law are as carefully taught as in any of our so-called business colleges, and our equipment is as complete as in many of them, thus affording our young people these advantages at much less expense than they

could be obtained elsewhere. The tuition in this course is fifty cents per week for non-residents and twenty-five cents for residents. I hope the time is not far off when our schools shall offer in addition to present courses much more than is immediately practical in the line of manual training.

Grammar School.

The program of daily exercises has been arranged so as to give one period of thirty-five minutes to reading books from the library in the assembly-room. It is an innovation, but the result is highly satisfactory. Not only are pupils guided in the selection of books, a most important point, but they are thus brought to read regularly and thoughtfully. A careful record of the books read is kept, and the pupils are afterwards questioned on their reading. Examination marks in other subjects show no diminution of work on the part of the pupils.

With this school year the Hon. William P. Mooers closes a period of years as president of the board of education. His resignation was reluctantly accepted by the board, but he continues a member. "He has always taken a leading part in the councils of the board to promote the welfare of the schools. His experience in the Legislature of the State of New York and in public life, as well as a kindly interest in the success of the teachers and all the employes of the board, make him useful and deservedly popular in this position."

There have been no changes in the board except by death for a term of twenty-six years. This harmony between board, patrons and teachers accounts in large measure for the good condition of the schools of which Plattsburgh is justly proud.

District census	8,362
Children of school age	2,392
Number registered	1,631
Average attendance	1,067
Number of teachers	37
Special teachers	3
Number of buildings	7

PORT JERVIS.

J. M. DOLPH, *Superintendent.*

Attendance.

The enrollment and average daily attendance for the year fell slightly below that of the preceding year, on account of the prevalence of contagious diseases during the fall term.

Of 207 children between the ages of 5 and 6 years, as shown by the census, 190 were registered in the school. Of 1,618 children, between the ages of 6 and 15, 1,570 were registered and present in the school, some part of the school year. Of 353 children, between 15 and 17, 145 were registered. Of 799, between the ages of 17 and 21, only seventy-seven were registered.

Only seventeen, between the ages of 5 and 6 years, were not in school, and ninety-one per cent were on the school register. Only forty-eight, between the ages of 6 and 15, were not registered, and ninety-seven per cent were in school. Of those between 15 and 17, 208 were not registered, and only forty-one per cent were in school. While of those between the ages of 17 and 21, only nine and three-fourths per cent were registered any part of the year.

Practically school life ends for the majority of our pupils at about 15 years, and of the 222 in attendance above that age 151, or sixty-eight per cent, were in the academic department, and only seventy-one, or thirty-two per cent, were in the grammar school.

Financial.

Receipts.

Balance from last year	\$3,738 92
From literature fund	963 05
From public money	7,003 38
From tuition and training class	909 74
From taxation and other sources	21,438 52
Total	<u>\$34,053 61</u>

Expenditures.

For supervision and instruction	\$21,719 52
For bonds and interest	3,560 00
For all other expenses	4,267 97
Balance on hand	4,506 12
Total	<u>\$34,053 61</u>

Statistical.

Population of Port Jervis	10,000
Number of children between 5 and 6.....	207
Number of children between 6 and 15.....	1,618
Number of children between 15 and 17.....	353
Number of children between 17 and 21.....	799
Number of pupils between 5 and 6, registered.....	190

Number of pupils between 6 and 15, registered.....	1,570
Number of pupils between 15 and 17, registered.....	145
Number of pupils between 17 and 21, registered.....	77
Whole number of children of school age, 5 to 21.....	2,977
Whole number of pupils registered.....	1,982
Average daily attendance	1,434.2
Number of regular teachers employed	40
Number of special teachers employed	1
Average daily attendance per teacher	36
Cost per pupil, of instruction and supervision.....	\$13 36
Cost per pupil, of all expenses except bond and interest, ·	18 06
Cost of free text-books, per pupil registered.....	.337

SARATOGA SPRINGS.

THOMAS R. KNEIL, *Superintendent.*

General.

The year has been marked by the occupation of the new school-house, erected last year at an expense of over \$20,000. Other than this, no distinguishing feature has marked the history of the Saratoga schools.

The attendance has shown a good increase over the attendance of 1891-2, and there has been a notable decrease in the tardiness.

The schools observed Columbus Day with appropriate exercises, and in the evening held public exercises in the town hall, which was filled to overflowing.

Arbor Day was duly observed in all the schools. Grammar school No. 3 gave a public exhibition on the evening of Arbor Day, realizing a handsome sum for a piano fund. This disposition on the part of pupils and teachers to help themselves is, I think, highly commendable.

Some misunderstanding has arisen concerning the action of the board of education concerning a commercial course in the high school, and instruction in French and German. Instruction in French and German has not been abolished, but an English course, which is to be as complete as possible, is to be developed. This action has been taken to meet a deplorable lack in our school work; the teaching of workable English. Saratoga Springs contemplates no step backward. We are pushing on to the best results attainable.

The schools were greatly interested in the preparation of the Columbian exhibit, and sent a goodly collection of specimens of the plain, every-day work of the schools to Chicago. No special preparations were made, the school work was not interfered with,

and the ordinary work of the pupil was submitted. Together with this exhibit a complete set of photographs of school buildings and rooms was exhibited.

The board of education has unanimously voted to establish kindergartens as a part of the public school system, and four kindergartens, in different parts of the village, will be opened in the fall. It is not intended to receive at the present time any pupils under school age, but it is expected that nearly 200 children will be in the kindergarten at the opening of the next school year.

SENECA FALLS.

F. S. PORTER, *Superintendent.*

Attendance and Tardiness.

We continue to improve our excellent record in the matter of tardiness. During the past year there was an average of fifteen cases of tardiness per month throughout the schools, not including the primary grades. In most of the rooms the number of cases during the year did not exceed seven. This result is secured by a regulation allowing teachers to dismiss rooms in which no cases occur during the week an hour earlier than the usual time for dismissal on Friday afternoon. The usual objection to rules which really prevent tardiness is not a serious one with us. While, in some instances, pupils who fail to reach the building in time remain away rather than meet the censure of their classmates, yet I have found fewer cases of this kind than I have known in the use of other methods much less effective.

Examinations and Promotions.

For the set examinations held semi-annually, we have substituted reviews, to be given without notice to the class. They are given by the superintendent at such stages of the pupils' work as he may deem best. This change has not been made from any sentimental sense of the hardship of set examinations, as it is our aim to have the reviews fully as comprehensive as the examinations have been, and make them one of the tests for promotion. In making promotions we keep in view the fact that, in school, the pupil is fitting for an active and, usually, a stern struggle in life, in which he must measure up to certain standards or fail wholly or in part; and we lay sufficient stress on the reviews as a test to dispel the illusion that an inferior quality of work may be accepted and the pupil carried along from grade to grade if he succeeded in winning the favor or securing the sym-

pathy of the grade teacher. Even teachers may be fallible, and the pupil with "smile that is childlike and bland" may sometimes win in the "game he does not understand," unless some sufficient test stands in his way. We give due consideration to faithfulness in work, and make due allowance for conditions that necessarily prevent a good standing in the reviews, but we insist on knowing that a pupil has earned promotion before assigning him definitely to an advanced grade. Our pupils respond to the requirements made, and I am of the opinion that we promote nearly, if not fully, as many as we would with a lower standard of promotion.

Teachers and Pupils.

Our teachers have done faithful and efficient work. That our pupils are interested in their work and in the school is evidenced by the large proportion of them that remain with us and complete the course. During the past year, with a total enrollment of 933, and an average daily attendance of 671 in all the schools, we earned twenty-five Regents' academic diplomas, one 50-count and two 60-count certificates, graduating a class of fourteen boys and fourteen girls.

Columbus Day.

The parochial school joined with us in the celebration of Columbus Day. The pupils formed in front of the academy, marched through the principal streets, and returning to the academy carried out the main features of the official program. The order and fine appearance of the children throughout the line of march were particularly noticeable. The parade was witnessed by a large proportion of our citizens and the lesson taught, that the training given in our schools is one of the best assurances of future good citizenship, was evidently recognized and appreciated. At the morning exercises an eloquent address was delivered by Rev. Mr. O'Neil, of Phelps. In the evening a program of patriotic selections was presented in the opera house.

Children Not in School.

An estimate based on comparison of the number of children enrolled in the schools with the number reported by the school census would indicate that there are in the school district over 200 children between the ages of 5 and 18, who do not attend school. Many of them, I think most of them, are employed in some capacity. Our school system should, in some way, reach every child at an age in which educational drill can be made most effective. I know of no remedy for the evil short of a compulsory education law.

SING SING.

J. IRVING GORTON, *Superintendent.*

In September, 1892, a parochial school was opened here, which drew away about 200 of those who had formerly attended the primary and lower grades of the public schools, but the high school was not affected by it.

In October we purchased two Remington typewriters, which have since been in constant use, and are of very great service in many ways. Their use is at present necessarily restricted to the pupils of the highest class, but we hope to have more instruments at no distant date, and so enable more pupils to avail themselves of the instruction in that subject.

We are using for supplementary reading in the middle and lower classes, *Black Beauty*, the four volumes of Pratt's *History Stories*, and the first three volumes of Wright's *Nature Readers*.

During the last year we have added 288 volumes to our school library, consisting of reference books, works on education, and supplementary reading books.

We have added 348 volumes to our public library, which now numbers 3,218 volumes. There were 9,207 volumes drawn for reading during the year, by pupils and adults.

TONAWANDA.

F. J. DIAMOND, *Superintendent.*

The figures given by the census of 1880 and 1890, respectively, show that, with one or two exceptions, the rate of increase in population in Tonawanda has exceeded that of any other town in the State. This rapid growth brought with it many new demands in the way of public improvements, not all of which could well be met at once. As usual in such cases, school facilities were soon in arrears of the demands made upon them — a condition which continued in a measure until near the close of the present year, when the completion of two new buildings gave ample accommodation to all.

The new buildings referred to above are substantial brick structures of eight rooms each, finished in the natural wood, and furnished with the Smead heating and dry-closet system. Their cost, including grounds and furniture, is about \$18,000 each. They are exact duplicates of each other.

The present year is the first under a superintendency, and very little comparative data of value can be given. It is certain, however, that the improved conditions under which the schools

have been carried on have resulted in marked improvement in every direction. Prominent among the evidences of such improvement are the greater regularity in attendance, closer classification and greater interest on the part of pupils.

A printed course of study was placed in the hands of the teachers early in the year and gave a needed definiteness to the work of the several grades.

One free kindergarten was maintained throughout the year. The relatively large cost of caring for a few children is the only argument that can be advanced against the introduction of the system into every primary school. We are seeking to give to all the younger children of the district some of the advantages of the kindergarten by the aid of specially skilled teachers placed in charge of classes not too large in numbers.

Our registration for the year was 1,469, provided for in four separate schools.

The number of teachers at the opening of the year was twenty-one, rising to twenty-seven before the close, and averaging twenty-four for the entire year.

The most urgent need of the present moment in the school affairs of this community is a law which shall deal effectively with truancy and non-attendance.

WATERFORD.

ALEXANDER FALCONER, *Superintendent.*

Statistical.

Number of children of school age	1,692
Number of pupils registered during the year	927
Average daily attendance	722
Number of school buildings	3
Number of teachers employed	20
Number of pupils reported in principal's schedule.....	60
Number of students graduated the past year	9
Total registration in high school	92

During the year we have labored under the great disadvantage of having to contend with contagious diseases, such as scarlet fever, diphtheria and smallpox. For three months, while these diseases prevailed throughout the town, our attendance was very small, notwithstanding the increased enrollment in our schools for the year.

Truancy.

Truancy has been reduced to a minimum, owing to the enforcement of the provisions of chapter 421 of the Laws of 1874, as amended by chapter 372 of the Laws of 1876. From the time, March 18, 1893, the action of the school board was approved by a justice of the Supreme Court, until the close of the school year, I swore out fifteen warrants for the arrest of pupils who became habitual truants. Twelve arrests were made, and the pupils taken before the police justice, when the superintendent was notified to appear in behalf of the board of education. For the first offense the pupils were released on condition that they would attend school regularly. After an arrest on the second warrant they were placed in the village lock-up for a short time. We have found the enforcement of this faulty truancy law very effectual in keeping the pupils in school.

Drawing.

Form study and drawing and vocal music have been regularly taught in all our grades, a special teacher being employed to supervise the work. The subjects have become popularized in our schools, and their refining influences are being felt not only in the schools but the homes of the pupils.

Teachers' meetings have been held each month during the year, at which matters were discussed pertaining to the general interests of the schools, as well as the teachers having a special drill in the methods in music and drawing, conducted by the special teacher in those subjects.

Columbus Day, Washington's Birthday, Arbor Day and Decoration Day were all duly observed with appropriate exercises in all the schools.

An exhibit of the work done in all the grades was sent to the educational exhibit at the World's Fair, also photographs of school officers, teachers, superintendent, and school building No. 1.

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STATE OF NEW YORK.

DEPARTMENT

OF

PUBLIC INSTRUCTION

FORTIETH ANNUAL REPORT

OF THE

STATE SUPERINTENDENT

For the School Year Ending July 25, 1893.

VOL. II.

TRANSMITTED TO THE LEGISLATURE JANUARY 2, 1894.

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EXHIBIT No. 9.

INDIAN SCHOOLS.

1. NAMES AND POST-OFFICE ADDRESSES OF SUPERINTENDENTS.
 2. REPORTS OF SUPERINTENDENTS.
 3. STATISTICAL TABLE.
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INDIAN SCHOOLS.

1. NAMES AND POST-OFFICE ADDRESSES OF SUPERINTENDENTS.

Superintendent of Schools, Indian Reservations.

SUPERINTENDENT.	Reservation.	Post-office address.
George W. Boyce.....	Allegany and Cattaraugus	Elkdale.
W. W. Newman.....	Onondaga	South Onondaga.
C. McConnell.....	St. Regis	Hogansburgh.
J. S. Raynor.....	Shinnecock and Poospatuck.....	East Moriches.
R. S. Tabor	Tonawanda.....	Akron.
W. P. Mentz.....	Tuscarora	Suspension Bridge.

2. REPORTS OF SUPERINTENDENTS.

ALLEGANY AND CATTARAUGUS RESERVATIONS.

Hon. J. F. CROOKER, *Superintendent of Public Instruction*:

SIR.—I have the honor to submit the following report of the condition of the schools upon the Cattaraugus and Allegany Indian reservations:

There are ten schools upon the Cattaraugus reservation, and six upon the Allegany. These schools were in session thirty-four weeks during the school year. The wages paid were eight dollars per week and the whole expense to the State for maintaining these schools, teachers' salaries, superintendent's salary, supplies and incidental expenses, was \$5,270.99.

The whole number of children registered during the year was 441. The average daily attendance at each school was $10\frac{15}{166}$, or a daily attendance in all the schools of $161\frac{1}{2}$. These figures show a decided

improvement in the schools and in the interest the Indians are taking in them. There is no doubt but these schools are steadily growing in favor with the Indians, especially with the better class.

In my visits to these schools I take pains to talk with the Indians about the schools, and I find them quite interested in them and also, I find they have quite a correct idea of the merits of the school in their particular district.

The most serious drawback to the success of these schools is the policy of requiring the Indians to supply the fuel. Upon the Cattaraugus reservation, all the large timber is gone, and only scrubby, branchy, second-growth stuff remains. It is very slow, tedious work to make firewood from this. Under your predecessor these schools were in session thirty-six weeks each year. I believe by reducing the school year to thirty-three weeks the State would save enough in teachers' wages to pay for all the wood, and to procure good, sound body wood. There is no question but these children would learn as much in thirty-three weeks in houses well warmed as they do now in thirty-six weeks, when many times, in the severest weather, these houses can be but poorly heated with the scanty supply of such miserable wood as is often furnished.

I am employing some teachers who have been in these schools for several terms, and all such were well pleased to have an opportunity to attend the regular county teachers' institute.

It requires an endless amount of patience, perseverance and tact to make a success in these schools, but the ordinary lectures and discussions of methods given at the regular institutes is as useful to these teachers as to any.

I employ one Indian woman, who is a graduate of the Albany normal school. I have visited her school twice and am satisfied she is doing fully as good work as the white teachers do. The discipline of her school and the instruction given are fully as good as I find in the other schools, while the attendance is the best. About twenty boys and girls are sent from these reservations to the government schools at Hampton and Carlisle.

In conclusion will say that I employ the best teachers that I can induce to undertake this work for the salary paid. I *insist* they shall be punctual and faithful; and there is no doubt but the property of the State is being better cared for, the attendance is increasing, and these Indian children are making a little better progress than formerly.

These children can learn, and do learn, but they have not the incentives to acquire knowledge that they should have. When they are old enough to go out and battle with the world for a livelihood they find

themselves possessed with a fair amount of the knowledge of the schools, but with little or nothing to recommend them to people needing labor. They find themselves almost totally disqualified for the industrial pursuits as carried on by the whites. As a result they fall back into the old ruts, already worn deep and easy of following by their less civilized ancestors, and the elevation and material progress of the race is extremely slow.

Where is the remedy? Plainly, in establishing an industrial school where the boys and girls who have made suitable progress in the common branches may be further instructed in the useful arts — where the boys may learn to be good mechanics and good farmers, and where the girls may qualify themselves to be domestic servants, dressmakers, and teachers among their own people. The Indians would hail with delight such an opportunity offered their children, and the State which is doing so much already should do this much more in order that what is already done may be more useful and permanent; and that the whole system may be a more worthy monument of the charitable work of the great Empire State.

Thanking you for past favors, I remain,

Your obedient servant,

G. W. BOYCE,

Superintendent.

ELKDALE, *November 13, 1893.*

ONONDAGA RESERVATION.

Hon. J. F. CROOKER, *Superintendent of Public Instruction:*

SIR.—When your predecessor first put me in charge of the Onondaga reservation Indian school there was the state school taught by the wife of the M. E. church missionary, her husband being superintendent, the parochial school in a wing of the Episcopal church, and the chiefs' school, taught by an Indian woman of teaching experience, Elizabeth Scanadoah. As the M. E. missionary moved away, and his successor did not wish to teach, I employed the Episcopal missionary as principal and the Indian woman as assistant, each teaching half a day and each having half the weekly wages. Thus all interests were united in one school. Therefore, when one year ago the Department insisted on only one teacher for all day, I feared a parochial or an independent Indian school would result. But none has yet been started and I hope no second school will be attempted. I have so far found only one incon-

venience. Several times one or the other teacher has been sick and the well teacher has continued the school all day. So this year when Miss Frances Ellen Scott, daughter of the Episcopal missionary, and last year's graduate of the Syracuse Kebble school, was unable to teach, her father or mother took her place. Mr. Jarvis Pearce wrote to you complaining of this, and I have tried to avoid substitution except for sickness. But I believe a temporary change of teachers better than to even briefly discontinue school. Miss Scott has the confidence and love of her pupils, and the natural taciturnity and timidity of Indian school children is rapidly disappearing. Her year's work has shown a great change in this respect, while reasonable progress in their school book knowledge has also been made.

COLUMBIAN EXHIBIT.

When your circular and letter asking for an exhibit of this school for the Chicago fair came I was perplexed to know what we could show that would be creditable for such an occasion. We could not show penmanship, drawing and other school work to compare favorably with city and union schools trained by experts. But we secured a Syracuse photographer, and after one failure on account of winter skies, January twenty-fourth the artist took two interior and two exterior views of the pupils, schoolhouse, etc., and as he had two negatives left he took one view of the M. E. church and parsonage and one of the Episcopal church and parsonage. Whatever may be the just judgment in regard to our contribution to the Columbian exhibit, we think we have six duplicate photographs framed and hung up in our schoolhouse that are at least very interesting to us. If duplicates of other Indian school photos and exhibits could be exchanged with all New York Indian schools, I think it would have a very beneficial educational influence on all our Indian schools. If photos can not be exchanged can not a few engravings be furnished in your annual report?

SCHOOL PICNIC.

We had some appropriate exercises modeled from your circular for Arbor Day.

At the close of the school year, June ninth, we had a picnic in a grove where speaking, singing, cake, candy, etc., were enjoyed. In many respects the program was similar to that of white children. January twenty-eighth a sleigh with nine Onondagas, male and female, old and young, with a teacher and her mother, came to my house in the evening with a liberal supply of eatables. We made coffee, one of the Indian

women took the lead at the piano. Playing music, singing, visiting, and supper near midnight, made our first Onondaga surprise party. These facts show that white customs are becoming common.

THE INDIAN LAW OF 1892.

Every true friend of the New York Indians ought to be thankful for chapter 679 of the Laws of 1892.

This law says: "An Indian shall be liable on his contracts not prohibited by law; and a native Indian may take, hold and convey real property the same as a citizen." "Any demand or right of action, jurisdiction of which is not conferred upon a peacemakers' court, may be prosecuted and enforced in any court of the State, the same as if all the parties thereto were citizens." "The laws of the State relating to the capacity to contract marriage, the solemnization of marriage, the annulment of the marriage contract, and divorce, are applicable to Indians." "Indians who have heretofore or shall hereafter contract marriage according to the Indian custom or usage, and shall cohabit as husband and wife, shall be deemed lawfully married."

These are radical and far-reaching legal provisions. If Indians and whites will only enforce, even occasionally, such laws, there will soon be an improvement in the family life of many New York Indians.

Respectfully submitted,

W. W. NEWMAN,

Superintendent.

SOUTH ONONDAGA, *July 27, 1893.*

ST. REGIS RESERVATION.

Hon. J. F. CROOKER, *Superintendent Public Instruction:*

SIR.—It affords me much pleasure to be able to state that the schools under my charge are improving noticeably. It required but one visit to the several schools to convince me that the principal obstacle to rapid advancement, was irregularity in attendance, and the almost constant use of the Indian language, about the schools, and in the homes of the pupils. I aimed to discourage this as much as possible, and appealed to the parents to help me, and am gratified with the result.

During the school year just closed there were registered as attending the schools, some time during the year, 164 pupils; with an average daily attendance of $66\frac{1}{3}$. The teachers are doing their work faithfully,

and the pupils seem interested, and, I think, are making fairly good progress.

The schoolhouses need painting and some repairs. For the first time in the history of the schools the State furnishes the fuel, thus relieving the teachers of this burthen.

Respectfully yours,

C. McCONNELL,

Superintendent.

HOGANSBURGH, *October 5, 1893.*

SHINNECOCK AND POOSPATUCK RESERVATION.

Hon. J. F. CROOKER, *Superintendent of Public Instruction:*

SIR.—The schools in my charge are now in operation with the same teachers as, for several years, heretofore. I again commend them for their faithfulness and earnest effort.

There is promise of slightly increased numbers for the present year.

Last year was better than any former one in regularity of attendance and, consequently, in all matters for which the school is maintained.

These reservations are much less in extent than others in the State, and the inhabitants have, for 250 years, been brought in close contact with the neighboring white people, so that these schools do not differ, as reservation schools generally do, from the smaller district schools of the State.

A new field of interest and instruction was opened up last year by the introduction of physical geography. But our chief aim is to give such instruction as shall tend to better citizenship in the practical and moral duties of life, and we are not without encouragement that our efforts are not wholly in vain.

I desire to thank your Department for all needed assistance.

Respectfully submitted,

J. S. RAYNOR,

Superintendent.

EAST MORICHES, *September 20, 1893.*

TONAWANDA RESERVATION.

Hon. J. F. CROOKER, *Superintendent of Public Instruction:*

SIR:—In submitting this my first annual report of the schools on the Tonawanda reservation, I have to state, that the schoolhouse in district No. 2 needs a new floor, as it is in very bad repair and conse-

quently the school room can not be kept sufficiently warm to render it comfortable for teacher or pupils.

That as the result of a fire a few years ago we have no schoolhouse in district No. 1 and are obliged to rent a portion of an old building, unsuited for school purposes, but which is the best that can be had in the district.

The schoolhouse in district No. 3 is in fair repair, except that it needs reshingling in part.

The attendance of pupils in all of the schools is very irregular and their progress therefore slow; and I confess I do not see any means of enforcing a more regular attendance, as it is as much the fault of the parents as of the pupils. I have employed as good teachers as I could get, but no experienced teacher cares to teach on the reservation, as the wages are less than such an one can command elsewhere, and the difficulty of obtaining suitable board and lodging is great. Such of the pupils, however, as can be induced to attend regularly are making fair progress for Indian children.

I would recommend that the sum of \$500 be appropriated by the Legislature for building a new schoolhouse in district No. 1.

All of which is respectfully submitted,

R. S. TABOR,

Superintendent.

AKRON, October 9, 1893.

TUSCARORA RESERVATION.

Hon. J. F. CROOKER, *Superintendent Public Instruction:*

SIR.—In submitting this my first annual report of the condition of the schools on the Tuscarora reservation, I am pleased to state, that never in the history of the school of the reservation have the Indians enjoyed the comforts of as good schoolhouses and accommodations as at the present time, and they greatly appreciate the fact.

Upon my appointment, one year ago, and after visiting the schools, I found that something must be done soon or the attendance would gradually decrease to only a few, on account of the poor condition of the houses, especially in district No. 1, as it was impossible to keep the house warm enough to hold the average attendance during the winter. The parents were anxious that better and more comfortable rooms be provided, and I found they were willing to do all they could and they offered to dig cellars and lay up walls, do the grading, etc., if the State would build a new house and repair the other.

Their council met and adopted resolutions to do what they proposed, and I forwarded them to the Department and asked for an appropriation for buildings and repairs, which was finally provided in the grants for Indian schools. In July the State Superintendent of Public Instruction called and we visited the reservation and decided upon building a new house in district No. 1, and moving and repairing thoroughly the schoolhouse in district No. 2. The Indians began the excavations and laying up the walls, and bids were asked for and the contracts let to lowest bidders in August, and by the last of September both houses were completed. By the desire and request of the Indians we dedicated the new houses October seventh, and the attendance by parents and children, and the bountiful refreshments served, and the part they took in the exercises, in vocal and instrumental music, proved how happy and grateful they felt for the improvements, and I feel certain the attendance at school will be much better than heretofore. Both houses are furnished with the latest styles of seats and desks, making the school rooms as pleasant and comfortable as any of the rural schoolhouses in the county of Niagara. The new house is twenty-four by forty, and twelve foot ceiling; eight feet is used for vestibule and on each side a cloak room with entrance to them from the main room, making it impossible for outsiders to meddle with or disturb clothing or lunches. Both houses are ceiled with matched ceiling. To the house in district No. 2 we added seven feet on front end for vestibule, cloak room, etc.

The reservation has a population of 401; children of between 5 and 21 years of age, 128; attendance during the year and upon the roll, 90. From my own knowledge (having lived near the reservation for almost thirty years) I am satisfied that they are making good progress in education and civilization, and are deserving of the support they receive from the State.

The teachers in both districts are Indian ladies and their success with the scholars, taking them from the beginning, seems better than with a person that is not familiar with the Indian tongue or the language of the nations of the reservation. Parents, teachers and scholars have reason to feel proud of their schoolhouses, and no doubt the improvements made in the buildings will be followed by a still better application to their studies and a more thorough education among the children in general.

Yours truly,

WM. P. MENTZ,

Superintendent.

SUSPENSION BRIDGE, *October 12, 1893.*

3. STATISTICAL TABLE.

The following table shows the attendance, etc., at the several Indian schools on the different reservations:

	Number of districts.	Number of pupils of school age.	Average number of weeks taught.	Number attending school some portion of the year.	Average daily attendance.	Number of teachers.	Expense.
Allegany and Cattaraugus	16	700	34	441	173	16	\$4,873 24
Onondaga	1	100	36	70	18	1	407 39
St. Regis	5	325	36	164	66	5	1,507 10
Shinnecock and Proospatuck.....	2	79	36	54	29	2	335 21
Tonawanda	3	135	36	91	38	3	832 24
Tuscarora	2	128	35	70	32	2	600 00
Total.	29	1,467	35.5	890	356	29	\$6,575 18

EXHIBIT No. 10.

INSTITUTIONS FOR DEAF AND DUMB.

1. LIST OF INSTITUTIONS AND SUPERINTENDENTS.
 2. REPORTS OF SUPERINTENDENTS.
 3. STATISTICAL TABLES.
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1. INSTITUTIONS FOR DEAF AND DUMB.

Names and Post-office Addresses of Principals and Superintendents.

Principals or superintendents.	NAME OF INSTITUTION.	Post-office address.
Enoch Henry Currier, prin.... } Chauncey N. Brainerd, supt.. }	{ New York Institution for the Instruction of the Deaf and Dumb.....	Station M, New York.
D. Greene, prin.....	Institution for the Improved In- struction of Deaf-Mutes	Lexington ave., between 67th and 68th sts., N. Y.
Celestine Schottmüller, supt....	St. Joseph's Institute for the Im- proved Instruction of Deaf- Mutes	Fordham.
Edward Beverly Nelson, prin ...	Central New York Institution for Deaf-Mutes	Rome.
Z. F. Westervelt, supt.....	Western New York Institution for Deaf-Mutes	Rochester.
Mary Anne Burke, prin	Le Conteulx St. Mary's Institution for Improved Instruction of Deaf-Mutes	Buffalo.
Henry C. Rider, supt.....	Northern New York Institution for Deaf-Mutes	Malone.

INSTITUTIONS FOR DEAF AND DUMB.

2. REPORTS OF SUPERINTENDENTS.

NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

Hon. J. F. CROOKER, *Superintendent of Public Instruction* :

SIR.—In accordance with your request, I present herewith the seventy-fifth annual report of this institution:

There were under instruction during the year ending September 30, 1893, 349 pupils, of whom 241 were males and 108 females. Of these, 206 were supported by the State; 118 under 12 years of age by the counties: twenty by the counties a part of the year, and by the State the remainder thereof; four by parents and guardians, and one by the institution.

The general health of this large family has been remarkably good. Aside from an epidemic of whooping-cough, very few cases of serious sickness or accidents have been met with, and, considering the tender years and enfeebled physical condition of many of our pupils, the excellence of the sanitary arrangements and care exercised are best shown by the fact that for six years past no death has occurred within the institution.

The year covered by this report has, in several respects, been memorable. Being the seventy-fifth year of the corporate existence of the institution, it was distinguished by a special celebration on the occasion of the annual meeting of the members in May. It has also marked the retirement, on January first, of Dr. Isaac Lewis Peet, from the active duties of his profession, after a continuous service of forty-seven years; but he, as principal emeritus, will hereafter devote his time to the preparation of treatises upon special subjects for the use of the pupils, securing thereby to this institution a continuance of all the advantages accruing from his long experience in and familiarity with the peculiar methods employed in the education of the deaf.

On March first the division into an educational and an administrative department, with two separate and independent heads, a form of organization which had been maintained for twenty-three years, was abandoned, and the sole responsibility was placed upon the principal, a plan which has been found most advantageous in other institutions of this class in this country. In this connection it may be proper to state that the present principal had served the institution as instructor, specialist and vice-principal for a period of twenty-one years, acquiring thereby a thoroughly practical training in every department thereof.

There have been valuable accessions to the staff of instructors, viz.: Two expert kindergartners, one experienced teacher of articulation, three young ladies of talent and liberal education who, although they have only commenced work in an untried field, give evidence of fully meeting the requirements of their several assignments, and two young men, graduates of Harvard and Williams respectively, who had spent a year, as Normal fellows, at the National College for Deaf-Mutes at Washington, in acquiring the theory and practice of instructing the deaf.

The whole number of instructors, including the principal, is twenty, eight gentlemen and twelve ladies; of these four gentlemen and ten ladies are hearing; one gentleman and two ladies are semi-mutes, and three gentlemen are deaf-mutes.

The word "Eclectic" or "Combined" will best define the methods by which, in this institution, the pupils have been and are to be led from ignorance to intelligence. Every known instrument or aid which is of acknowledged value in their education is used. Lip reading and articulation are taught to all. Education of the ear is given where there is a remnant of hearing. A course of study equivalent to that followed by the schools and academies of the State has been arranged, and in addition a mechanical trade is given to each male pupil over the age of 12. Practical knowledge of cooking and household work is imparted to the girls, and, for those fitted to receive it, a thorough course of instruction in various branches of art artisanship is provided, the intention being to suit the system to the needs and necessities of the pupil instead of bending and shaping the pupil to fit the system.

The wisdom of this method of procedure, which must be apparent to every educator, is fully attested by the success in life attained by a very large majority of the 3,000 graduates of the institution. Oral, aural, manual and combined classes are to be found here. Successful attainment, therefore, depends solely upon individual capacity.

The following table will best indicate the industrial pursuits followed by the pupils:

RECAPITULATION OF INDUSTRIES.

	Males.	Females.	Total.
Art.....	18	3	21
Baking.....	2	...	2
Carpentry	33	...	33
Cooking.....	...	24	24
Dressmaking .....	...	9	9
Gardening.....	3	...	3
Printing	29	...	29
Sewing.....	...	52	52
Shirtmaking .....	...	11	11
Shoemaking	15	...	15
Tailoring.....	19	3	22
Typewriting .....	...	14	14
Total	<u>119</u>	<u>116</u>	<u>235</u>

In addition to the above the older girls have assisted in the general domestic duties at regular times, in order that they might become thoroughly acquainted therewith, and thus fitted for usefulness in their homes when their school life is ended.

To secure proper attention to the details connected with the household there is a steward, an assistant steward, a visiting physician, a dentist, a matron, assistant matrons, a housekeeper, a nurse and male and female supervisors for both day and night service, all under the general direction of the principal. The form of government is parental. No effort is spared to make the institution a Christian home. Every possible influence for good is brought to bear upon the members of this household. Teachers and officers alike manifest interest in and labor for the true happiness of the children, thus supplying the strongest incentives to the elevation of thought and feeling.

The steadily increasing number of pupils of tender years made it apparent to the directors that the accommodations for this class of children must proportionately increase and a two-storied brick building eighty by thirty-four feet has been contracted for, which, when completed, will give sleeping accommodation on the second floor for seventy pupils, and five large, well-lighted class-rooms on the first floor. This building will be connected with the Mansion House proper and will afford special facilities for the kindergarten.

It seems fitting that several occurrences of more than ordinary importance that have characterized the past year, should herein be mentioned. In March last, the principal was authorized to arrange for a "History of the Institution," to form a part of a collection of school histories being compiled by the Volta Bureau at Washington, D. C. The result was a complete record of this school from its inception to the beginning of the present year, together with numerous interesting details relating to the earlier attempts made to educate the deaf in the State of New York, a valuable collection of statistics regarding our pupils and graduates, and other data on deafness, its degrees and causes.

Another literary work published during the year was a "Catalogue of the Library of the Institution," prepared with great labor and forming a valuable addition to the publications issued by the institution. It included a detailed list of our rare and highly-prized collection of books relating to the deaf and their education, a collection equalled by but one other library in this country. Both the above-mentioned books were printed at the institution and indicate, by their excellence, the desirability of teaching printing in schools for the deaf, as well as the proficiency of our pupils.

Four large albums of photographs of the institution buildings, apartments, groups of pupils, teachers and officers, and specimens from the various art and trade school classes, formed the exhibit at the Columbian Exposition at Chicago. An interesting fact in connection therewith was, that the photographs were made and mounted by a graduate of this institution.

On May fifth, in accordance with the program arranged by the Department of Public Instruction, Arbor Day was duly celebrated by the pupils of this institution, and a fine specimen of *Acer Saccharinum* was planted in front of the main building with appropriate ceremonies.

During the week included between July seventeenth to the twenty-fourth, the World's Congress of the Teachers of the Deaf, the Thirteenth Convention of American Instructors of the Deaf, and the World's Congress of the Deaf, assembled in the Memorial Art Palace, Chicago, holding sessions on alternate days, under the auspices of the World's Congress Auxiliary. The manifold calls on the time and attention of the principal in reorganizing the institution and attending to the alterations and repairs on the building, made it impossible for him to be present. The institution, however, was well represented by his assistants, who prepared papers on the following important topics assigned by the official program, viz.: "Deaf-Mutes as Teachers; "School Libraries and Cabinets;" "Art in the Cultivation of the

Imagination;" "Associations of the Deaf in America;" all of which appear in the published "Proceedings of the Congress."

In conclusion, permit me to express my appreciation of the kind consideration and prompt attention which your Department has given, to all matters concerning this institution.

Very respectfully yours,

ENOC H HENRY CURRIER,

Principal.

WEST ONE HUNDRED AND SIXTY-THIRD STREET AND BOULEVARD,
NEW YORK CITY, *November 25, 1893.*

INSTITUTION FOR THE IMPROVED INSTRUCTION OF DEAF-MUTES.

Hon. J. F. CROOKER, *Superintendent of Public Instruction :*

SIR.—I have the honor to submit the following report of the institution under my charge for the fiscal year ending September 30, 1893:

There were connected with the institution during the year 213 pupils. Of this number there were:

State pupils	124
New York county pupils	64
Kings county pupils	6
Queens county pupils	2
Westchester county pupils	1
Wayne county pupils	1
Orange county pupils.....	1
Pay pupils	12
Richmond county pupils	1
Montgomery county pupils	1

The average number in attendance was 193. They were instructed in the regular branches in fifteen classes, making an average of thirteen pupils for each class. As the success of our school work depends upon the amount of individual attention which the teacher can give to each pupil, it is our intention that our classes should be much smaller in the future than they have been of late years. A beginning in that direction has already been made, the board of trustees having decided to engage one additional teacher for the ensuing school term. It is hoped

that at some time not far distant we will be enabled to provide a sufficient number of teachers, so as to make it possible that no class will contain more than eight pupils. When it is remembered that our little mutes have to learn all the language which the hearing child already possesses on entering school, before their education in the common branches of knowledge can be commenced; when it is further taken into consideration that the development of speech and the correction of errors in pronunciation can not be made a class exercise at any stage of their instruction, and therefore must needs be individual drill, it becomes evident that full justice can not be done to them if they have to be taught in large classes. In order to be able to carry out this object the trustees deemed it their duty to petition the Legislature during its session of last winter for a restoration of the former rate of three hundred dollars per capita for state pupils. The law providing that the deaf-mute institutions of the State shall receive three hundred dollars per annum for board and tuition of each state pupil has never been changed, yet for a series of years the appropriation has been made at the rate of two hundred and fifty dollars per capita. The special committee of the State Board of Charities, which has been paying regular visits of inspection to these institutions, and is familiar with their workings as well as their needs and requirements, urgently recommended in its last annual report that our request for an increased appropriation be granted, but to our great disappointment, our earnest appeals were not heeded by the Legislature. We shall be compelled to renew our efforts in this regard at the next session of the Legislature, and hope to meet with better success.

During the term covered by this report our manual training and art departments have been open to a larger number of pupils than during any previous year. The following table shows the attendance at the several classes in this department, to wit :

	Boys.	Girls.
Wood and metal work.....	53	...
Clay modeling.....	10	4
Oil painting	7	8
Cooking.....	...	24
Dressmaking.....	...	17
Plain sewing.....	All the girls.	

The management of this institution has always been liberal in providing illustrative apparatus for use in the class-rooms. Recently this liberality has again been manifested by the purchase of a set of Object

Lesson Charts published by Bancroft Bros. & Co., and of Dennison's Fraction Teacher, which, as its name suggests, is intended to facilitate the instruction in that part of common arithmetic which is so apt to perplex young learners and their teachers.

Respectfully submitted,

D. GREENE,

Principal.

LEXINGTON AVENUE (between Sixty-seventh and Sixty-eighth streets),
NEW YORK CITY, *October 24, 1893.*

ST. JOSEPH'S INSTITUTE FOR THE IMPROVED INSTRUCTION OF DEAF-MUTES.

Hon. J. F. CROOKER, *Superintendent of Public Instruction :*

SIR.—I take pleasure in submitting to you the following brief statement regarding this institution :

The St. Joseph's Institute for Improved Instruction of Deaf-Mutes comprises three schools, united under the same general management but having each its own superintendent. The school at Fordham numbers at present 100 pupils, all girls, most of whom belong to New York city. The Brooklyn school is located at 113 Buffalo avenue, and numbers sixty-four pupils—girls—whose parents are, for the most part, residents of Brooklyn. The third school is located in the village of West Chester and is exclusively for boys, of whom there are at present 155.

The institution aims to give its pupils a good English education and a thorough knowledge of some useful trade by which they may be enabled to earn their livelihood when, in future years, they are thrown upon their own resources.

The oral method is faithfully adhered to in the education of all pupils admitted during the last six years. A single class of the older pupils in each of the three schools is still taught by the combined method. These pupils are completely separated from those taught orally and their number, already small, is rapidly decreasing.

The branches taught are those pursued in the common schools. The teaching of speech, and of language, written and spoken, necessarily occupy the first places in school-room work, and every teacher is required to devote to them a great deal of time and attention.

The older pupils spend a portion of every day in the work-rooms. The time devoted daily to the acquisition of trades varies according to age and the number of years or months of school life which still remain to the learner. Believing that industrious and careful habits should be early acquired, we have endeavored to provide some suitable form of manual training for the pupils of each class, beginning with the kindergarten. Many of our little girls, though still too young to begin their apprenticeship at dressmaking, have already learned to make themselves quite useful at darning and mending. Others, somewhat older, are employed during work hours in making underclothing for themselves and their companions, while those more advanced are fast becoming skillful dressmakers.

The boys are making similar progress in the various trades and occupations to which they are assigned. The tailors make all the suits, and the shoemakers all the shoes worn by themselves and their companions. The annual report of the institution and an eight-page monthly paper are printed by the boys. Considerable job printing is done by them in a very creditable manner. The classes in woodworking and mechanical drawing are also doing well.

The exhibit of our pupils' work sent to the World's Fair has elicited many complimentary remarks.

I am happy in being able to state, in conclusion, that the general health of our pupils has been, and still is, excellent.

Very respectfully yours,

CELESTINE SCHOTTMÜLLER,

Superintendent.

FORDHAM, N. Y., November 29, 1893.

CENTRAL NEW YORK INSTITUTION FOR DEAF-MUTES.

HON. J. F. CROOKER, *Superintendent Public Instruction* :

SIR.—I hereby submit, as is the custom, my report for the year ending September 30, 1893, and covering the nineteenth year of the history of the Central New York Institution for Deaf-Mutes.

Between September 30, 1892, and September 30, 1893, the time covered by this report, there have been connected with the institution 149 pupils, seventy-seven of whom were boys and seventy-two girls. Sixteen new pupils have entered the institution; seventeen have severed their connection, of which number eight were returned to their parents on account of the expiration of their terms; nine were detained at home by parents (cause unknown), leaving sixty-six males and sixty-

six females; a total of 132 connected with the institution on the 30th of September, 1893. Of the whole number 106 were supported by the State of New York and forty-three by the counties.

The average attendance of pupils has been good and I am pleased to report the continuous prosperity of the school in all its branches and good results in the education of the unfortunates under our charge.

The routine of the school now includes an arrangement by which there are some pupils always in the industries and some always in the school-room. As the procedure is in its experimental stage, with constant liability to modification, we defer detailed description till we have reached reasonable perfection. A kindgarten branch has also been added to the educational department.

The good health and condition of our pupils the past year go to show that the mental and physical recreation received by them were of the first order. No serious cases of sickness have occurred nor have we lost any children by death.

The last Legislature appropriated \$5,000 for an electric plant, and the "Electrical and Mechanical Engineering and Trading Company," of New York city, has put in a very satisfactory plant. The wiring, done by Bateman & Pollard, of New York city, is a very neat and tidy piece of work and reflects great credit upon them as workmen. The change from the common oil lamps of the past, bringing us security from fire and better sanitation and also relief for the eyes of our inmates, marks the improvement as one of the greatest the school has ever experienced.

Very respectfully,

E. B. NELSON,

Principal.

ROME, N. Y., *December* 15, 1893.

WESTERN NEW YORK INSTITUTION FOR DEAF-MUTES.

Hon. J. F. CROOKER, *Superintendent of Public Instruction* :

SIR.—The customary report required by your Department concerning the management of the above-named institution for the deaf, located at Rochester, N. Y., is herewith respectfully presented:

The total attendance of pupils during the past year has been 172; of this number 115 were State, and fifty-seven were county pupils. The average attendance has been 154. The number in attendance since the organization of the school is 354. Of the 236 withdrawn, the average duration of attendance has been 5.72 years. At the close of

the school in June, two pupils completed their terms of appointment and received certificates, one from the third and one from the ninth grade. Of the 160 present September thirtieth, ninety-eight were congenitally deaf or lost their hearing under the age of 2 years; fifty-five lost their hearing before they were 7 years old; and the hearing of seventeen was not affected until they had reached that age. Two pupils can hear, but being unable to speak could not attend public school. The hearing son of the superintendent has attended the classes with the deaf children for seven years past, greatly to his advantage.

The per capita expense for the year has been \$274.42; the total expenditure for all purposes, \$42,271.01.

The past year has been eventful in the education of the deaf, which has shared with other national interests the benefits of the Columbian celebration. From the fourteenth to the twenty-eighth of July, meetings were held at the University of Chicago, which was the headquarters of the American Association to Promote the Teaching of Speech to the Deaf. During these meetings Dr. A. Graham Bell resigned the presidency of the association in order to secure the services in that office of Dr. Philip G. Gillett, for many years principal of the largest school for the deaf in the world, and whose large experience and great ability have placed him in the foremost rank among the educators of the deaf. It is fortunate for the speech association that it has been able to secure his services, and to have him devote his whole time to the accomplishment of its aims. It is expected that he will visit the schools for the deaf in this State with a view to promote in them effective teaching of speech; the association would bespeak from your Department cordial co-operation with its president in this work.

A Congress of Educators of the Deaf, presided over by Dr. Gillett, was held the latter part of July under the auspices of the World's Fair Congress Auxiliary, at which important papers were presented by leading members of the profession. In the course of its session the Quadrennial Convention of American Instructors of the Deaf was convened for a brief sitting, during which the most important business transacted was the presentation of the report of "The Committee on Classification of Methods of Instructing the Deaf"—a committee appointed by the Seventh National Conference of Superintendents and Principals of Institutions for the Deaf, held at the Colorado Institution in 1892. This committee has made a voluminous report, a copy of which I have forwarded to your Department. The nomenclature that is proposed by Dr. A. Graham Bell, one of the committee, is based chiefly on the language commonly employed in a school, or the manner in which the language is used. Some years ago, when we were seeking

a name that would describe the methods of the school, we called it the "American Vernacular Method." Its pupils are restricted to the written and spoken language of the hearing, entitling it to be called the vernacular language method; and it being a new method, indig-
 nous to this country, it is American. In naming it some term should be used which would distinguish it 'from the schools generally called by common consent "sign schools," in which the deaf acquire and use the language of De l'Epee gesture signs as a medium of inter-
 course. Our method is also distinctively differentiated from that of the pure oral schools which endeavor to rely for communication and instruction solely on the motion of the lips and the child's own articulation, ignoring, however, the physical defect of deafness and the conditions thereby imposed. Probably no brief definition could so distinguish the methods of teaching the deaf that one not familiar with them could form an idea which would be even approximately correct. To one who clearly understands the aims and details of our own and other methods of educating the deaf, the term "manual" would be suggestive. It would be a great advantage in considering improve-
 ments in instruction and discipline and the comparison of results to have distinctive names for the methods of the several schools in the State. As there are, according to the proposed classification, four sign schools, three oral, and one manual, all under similar conditions of support, a comparison of the results obtained can more readily be made in this State than anywhere else in the country.

Respectfully submitted,

Z. F. WESTERVELT,
Superintendent and Principal.

ROCHESTER, N. Y., *December 15, 1893.*

LE COUTEULX ST. MARY'S INSTITUTION FOR THE IMPROVED INSTRUCTION OF DEAF-MUTES.

Hon. J. F. CROOKER, *Superintendent of Public Instruction:*

SIR.—In compliance with your request, I respectfully submit the following report of the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes for the fiscal year ending September 30, 1893.

The number of pupils in attendance at the date of our last report was 130; seventeen have since been admitted and twenty have been

dismissed or withdrawn, leaving the present number 127; the average attendance was 129. Of the present number, sixty-six are supported by the State, forty-four by counties, eleven by parents or friends and six by the institution.

The year just closed has been one of gratifying success in every department. The work of the educational department has been carried on with energy and success. The number of instructors has been the same as last year, viz.: twelve, including the principal, in the educational department and seven in the industrial department. We have pursued in the school-room the same methods and have been governed by the same principles which have been explained in previous reports. It has been our aim to give increased attention to oral work. We have endeavored to retain and make use of speech where any existed and to develop it in those who were found to have the ability to acquire it. Four of our teachers spent some time visiting several schools for the deaf during the past year.

We have continued to bestow the same attention as heretofore on industrial training. Twelve boys have received instruction in printing, twelve in tailoring, seven in woodcarving, five in shoemaking, and twelve in chaircaning. The girls have been regularly employed, as far as practicable, in sewing, dressmaking, cooking and household duties.

The institution sent three separate exhibits to the educational exhibit of the World's Columbian Exposition. The first which was presented to the Department of Public Instruction, consisted of two volumes of exercises in grade work, twelve photographic views of interior and exterior of buildings, one memory sketch of first buildings, four water color paintings, a complete file of "Le Couteulx Leader," seven volumes, and a small boy's suit. The second, sent to the collective exhibit of schools for the deaf, consisted of two volumes of grade work, the "Columbian" edition of "Le Couteulx Leader" and two frames holding twelve photographic views. By request of the Commissioner of Education this exhibit has been presented to the National Pedagogic Museum at Washington, D. C. Two volumes of grade work, a complete file of the "Leader," three framed photographic views of pupils, etc., one oil painting, ten water colors, and several specimens of woodcarving and chaircaning were sent to the Buffalo exhibit.

No new buildings have been erected, but the outlay for improvements and repairs has been necessarily large. Several of the school-rooms have had new ceilings and nearly all have been newly painted,

etc. New blackboards, maps, charts, etc., have been furnished. In everything that regards the health, comfort and convenience of the pupils, the institution is well equipped. The sanitary arrangements are excellent and the most scrupulous care has been exercised to maintain healthful conditions. Good health has prevailed.

During the year, the school has been officially visited by Hon. Wm. P. Letchworth and Hon. Wm. R. Stewart, Commissioners of the State Board of Charities. The buildings were inspected and the classes examined by them. Committees of supervisors have also visited the school.

In closing, I desire to extend thanks to the Department of Public Instruction for prompt attention to the appointment of pupils, etc.

Respectfully submitted,

SISTER MARY ANNE BURKE,

Principal.

BUFFALO, *December* 18, 1893.

NORTHERN NEW YORK INSTITUTION FOR DEAF-MUTES.

HON. J. F. CROOKER, *Superintendent of Public Instruction:*

SIR.—Concerning the Northern New York Institution for Deaf-Mutes, I present the following brief report:

The whole number of pupils connected with the institution during the year ending September 30, 1893, was ninety-six. Males, fifty-eight; females, thirty-eight.

Number of pupils below 12 years of age, who were supported by counties, twenty-two. Males, thirteen; females, nine.

Number of State pupils, seventy-four. Males, forty-five; females, twenty-nine.

Number of admissions, twelve. Males, eight; females, four.

Average attendance, eighty-six.

The ninth year of the existence of the institution, with an attendance exceeding that of any previous year, marks the steady growth which has characterized its life and incidentally indicates the increasing appreciation in which it is held. Eleven years ago, scattered about in the northern portion of this State, and in the very face of enlightenment and educational influences, there were to be found a large number of neglected yet blameless, uneducated deaf-mutes of legal school age, among whom were several men who had attained their majority and

were exercising the right of suffrage. Accepting as a basis, the condition of a number of uneducated deaf-mutes grown into manhood and womanhood, and who had passed the school age limit prescribed by law, I hesitate not to say that these unfortunates seemed destined for a most pitiable future; but the timely establishment of this institution averted the portended iniquity and remedied an existing wrong. Under circumstances not altogether favorable did the first work of our school commence, but in course of time we were enabled, through assistance of State, to broaden the usefulness of the school by exchanging our humble and inconvenient quarters for a home specially designed for it. Here is now being fulfilled, under facilitating provisions, the purposes for which the institution was founded.

Our methods of instruction have not differed materially from one year to another. We have been alert to the constant drift of improvement, and we have accepted and made use of all expedients of a meritorious character; always, however, carefully avoiding the sacrifice of individual rights. No change in our corps of instructors has been made during the past year, except that Mr. Edward C. Rider has been put in charge of the department of instruction.

The necessity of manual training for the deaf, though not so striking as the essentiality of mental development is, nevertheless, deserving of a better recognition by the instructions of the deaf throughout the State and country, and should be accorded its proper place in school curriculum.

If not proficient in some handicraft upon entering practical life, the deaf are doubly handicapped. In their struggle to get a living, even though experience be not taken into consideration, at a disadvantage they are made to compete with the hearing, and at a time when applicants for positions are as numerous as they are at present, the application of the deaf militates against them, and employers are apt to discriminate in favor of the hearing. It is our intention to afford to every pupil instruction in one of the trades taught at this institution, which are, at the date of our last report, three in number, viz.: Shoemaking, tailoring and dressmaking. During the past year the new building erected for the accommodation of our department of techniques, received its occupants, and at an expense of about \$2,000 printing was added to the list of trades. Nearly all of the clothing and all of the shoes that are worn by the pupils are manufactured in our shops, and from the printing office is issued a weekly paper, "The Deaf-Mutes' Advocates," the first issue of which appeared January 5, 1893.

The great confidence reposed in us by parents who entrust to our care their afflicted children, increased our responsibility and required in

turn most careful provisions for their safe keeping. To satisfactorily meet this just demand, so far as physical care is concerned, the closest attention is given to the sustenance of measures which are conducive to the well being of the body. From the extraordinary fact that among the pupils not a single death has occurred within the walls of the institution since its organization, may be gleaned an idea of the care which, subject to Providential oversight, and assisted by a salubrious climate, is bestowed upon the pupils. It seems to be a phenomenal statement to say that 641 pupils, of whom 188 were below 12 years of age, have been cared for during a period equal to one full school year with total exemption from death, and almost an entire absence of serious cases of sickness, yet it is true.

In acknowledging the efficiency of your Department, permit me to thank you for the visit made to our institution, and to say that we hope to be so honored again.

Respectfully submitted,

HENRY C. RIDER,
Superintendent.

MALONE, *December* 19, 1893.

3. STATISTICAL TABLE.

The following table shows the number of pupils in the institutions for the deaf and dumb, to which appointments are made by this Department, and how supported ; also the number appointed during the year.

	State.	County.	Parents, etc.	Total.	Appointments.*
New York Institution.....	206	138	5	349	38
New York Improved.....	124	89	.....	213	26
Fordham.....	179	150	31	360	31
Rome	106	43	.....	149	14
Rochester.....	115	57	.....	172	15
Buffalo.....	66	44	17	127	18
Malone.....	74	22	.....	96	16
Total	870	543	53	1,466	158

* To December 1, 1893.]

EXHIBIT NO. II.

INSTITUTION FOR THE BLIND.

REPORT OF SUPERINTENDENT.

INSTITUTION FOR THE BLIND.

NEW YORK INSTITUTION FOR THE BLIND.

HON. J. F. CROOKER, *Superintendent of Public Instruction*:

SIR.— I beg respectfully to submit the following statement in regard to the work of the New York Institution for the Blind during the year ending September 30, 1893:

The number of pupils September 30, 1892, was.....	207
Enrolled during the year.....	31
	<hr/>
Whole number instructed.....	238
Reductions.....	40
	<hr/>
Number September 30, 1893.....	198
	<hr/>

During the year we have followed the usual course of instruction, which is as follows:

Kindergarten.

The usual course is followed, the pupils being arranged in two grades.

Literary Department.

Subprimary grade — Reading, spelling, number.

Primary grade — Reading, spelling, arithmetic.

Intermediate grade — Reading, spelling, geography with dissected maps, English history, object lessons.

Subjunior grade — Reading, spelling, geography with maps, American history, point writing with composition.

Junior grade — Reading, spelling, English history, arithmetic, grammar, geography, typewriting.

Subsenior grade — Arithmetic, grammar, history, geography, physiology with apparatus, rhetoric, composition, typewriting.

Senior grade — Algebra, geometry, logic, natural philosophy, mental and moral philosophy, science of government, political economy, typewriting.

Music Department.

VOCAL.

Junior grade — Exercises for the control of breath and the formation and articulation of tones, with practice of scales, intervals and pieces; also exercises for the cultivation of the ear.

Senior grade — The same continued, with part singing.

INSTRUMENTAL.

Piano, organ, guitar.

THEORETICAL AND PRACTICAL.

Harmonic notation, harmony, counterpoint, acoustics, musical form, musical history, theory and practice of teaching, piano technic, point system of tangible music, staff notation, piano tuning.

Industrial Department.

The boys are taught caneseating and mattress making, and with the aid of models are instructed to perform such manipulation of the piano action and strings as are incident to the act of piano tuning.

The girls are taught sewing and knitting by hand and by machines, embroidery, crocheting and such manipulation of needle, thread, worsted, etc., as are used in producing useful and ornamental articles; also cooking and household economy.

Physical Training.

Daily class exercises for all grades.

NOTE.—All the subjects of the literary department can not be represented in the work of a single year. Such as do not appear in the schedule will be taken up subsequently. The purpose is to complete spelling, grammar, United States history, English history, arithmetic, physics, composition, geography, geometry, and civics, according to the requirements of the Regents' examinations, before taking up other subjects in the course.

By the aid of the typewriting machine our pupils have met with good success in the examinations of the Regents, which are taken regularly.

In June last four of our pupils also passed successfully the rigorous examinations of the American College of Musicians, three of them receiving the degree of Associate and one the degree of Fellow.

The list of text-books and books of general literature published in the New York Point System has been increased by the publication of a number of important works, thus enlarging the resources of education and rendering them available to the blind everywhere.

Respectfully submitted,

WM. B. WAIT,

Superintendent.

NINTH AVENUE AND 34TH ST., NEW YORK CITY, December 1, 1893.]

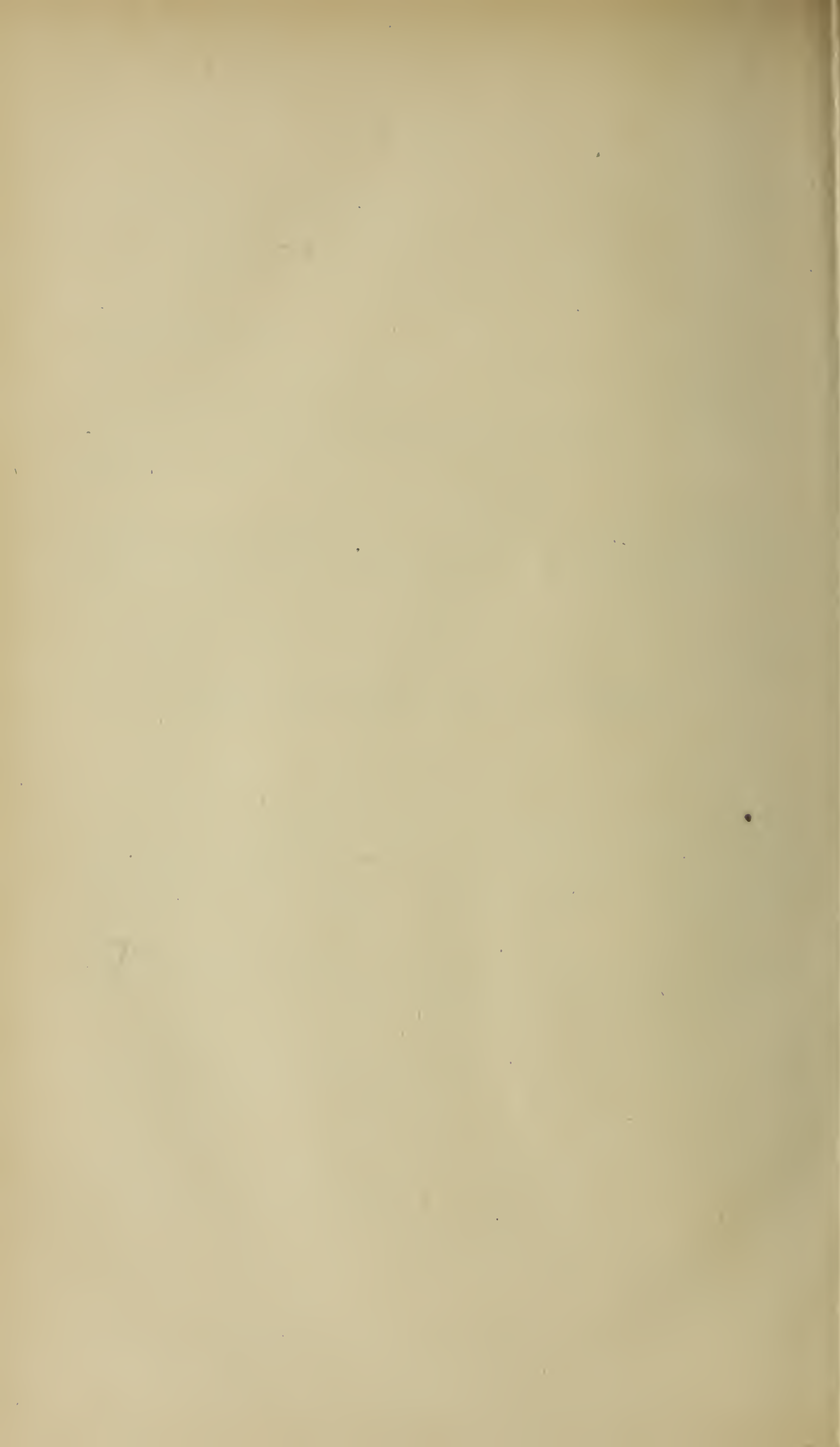
EXHIBIT No. 12.

UNIFORM EXAMINATIONS

FOR

COMMISSIONERS' CERTIFICATES.

1. REGULATIONS GOVERNING UNIFORM EXAMINATIONS.
 2. QUESTIONS SUBMITTED AT EXAMINATIONS DURING YEAR 1893.
 3. STATISTICAL TABLE SHOWING RESULTS BY COMMISSIONER
DISTRICTS.
 4. LIST OF FIRST-GRADE CERTIFICATES GRANTED BY SCHOOL COM-
MISSIONERS SINCE OCTOBER 15, 1892.
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UNIFORM EXAMINATIONS

FOR

COMMISSIONERS' CERTIFICATES.

I. REGULATIONS GOVERNING UNIFORM EXAMINATIONS FOR COMMISSIONERS' CERTIFICATES.

STATE OF NEW YORK.

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE,
ALBANY, August 1, 1893. }

To School Commissioners :

The following regulations in reference to uniform examinations for commissioners' certificates are hereby established and prescribed for the guidance of school commissioners, to take effect September 1, 1893:

Regulations.

GRADES OF CERTIFICATES.

Teachers' certificates issued by school commissioners shall be of three grades—first, second and third.

FIRST GRADE.

Term.—Certificates of this grade shall be issued for a term of five years.

Renewals.—Upon their expiration, certificates held by teachers who have taught under them successfully for periods of three, four or five legal school years, may be renewed by the school commissioner, for corresponding periods, without examination. Upon their expiration, certificates held by teachers who have taught under them successfully for less than three legal school years, may be renewed by the school commissioner, upon the approval of the State Superintendent of Public Instruction, but such renewal shall be for a period of three years or less, as the Superintendent shall determine.

QUALIFICATIONS OF CANDIDATES.

Experience.—Candidates must have taught successfully for at least two years, and are not eligible to enter an examination without having had such experience.

Educational requirements.—Candidates shall be required to pass a written examination in the following subjects: Algebra, American history, arithmetic, bookkeeping, civil government, composition, current topics, drawing, geography, grammar, methods and school economy, orthography, penmanship, physics (elementary), physiology and hygiene, and school law.

Standing required.—For certificates of this grade, separate examinations shall be held, and candidates must attain a standing of at least seventy-five per cent in arithmetic, geography, grammar, penmanship, methods and school economy, and orthography, and an average standing of at least seventy-five per cent in the other subjects.

Times for holding examinations.—Examinations shall begin on the first Thursday of March and the third Thursday of August, and shall continue two days.

Number of trials allowed.—All candidates who attain the required percentage in any one of the designated subjects, but not in all, will be credited for those studies in which they shall have passed, and a partial certificate to this effect will be given by the school commissioner. Candidates passing the required percentages in the remaining designated subjects, at either or both of the next two subsequent examinations, will receive a certificate.

Examination of answer papers.—All answer papers submitted by candidates for first-grade certificates shall be forwarded, immediately after the close of the examination, to the State Superintendent of Public Instruction, for examination, marking and filing, unless otherwise directed by the Superintendent.

Date of certificate.—Certificates shall be issued as soon as practicable after the completion of the examination, and shall bear date corresponding to that of the final examination.

PROGRAM OF EXAMINATIONS.

Thursday.

A. M.—Arithmetic, geography, drawing.

P. M.—Composition, grammar, physiology and hygiene, current topics.

Friday.

A. M.—American history, algebra, bookkeeping, orthography.

P. M.—Civil government, school law, physics, methods and school economy.

SECOND GRADE.

Term.—Certificates of this grade shall be issued for a term of two years.

Renewals.—Certificates shall be renewed only upon re-examination.

QUALIFICATIONS OF CANDIDATES.

Experience.—Candidates must have taught successfully for a period of not less than sixteen weeks.

Educational requirements.—Candidates shall be required to pass an oral examination in reading and a written examination in the following subjects: American history, arithmetic, civil government, composition, current topics, drawing, geography, grammar, methods and school economy, orthography, penmanship, and physiology and hygiene.

Standing required.—Candidates must attain a standing of at least seventy-five per cent in arithmetic, geography, grammar, penmanship, methods and school economy, orthography and reading, and an average standing of at least seventy-five per cent in the other subjects.

Days for holding examinations.—Examinations for certificates of this grade, unless omitted in the discretion of any school commissioner, shall begin on the first Thursday of March, second Thursday each of January and June, the first Friday each of April, September and October, the second Friday of February, the third Thursday of August, and shall continue two days.

Number of trials allowed.—Candidates for their first certificate in this grade shall be exempt from examination in any subject in which they have attained the required percentage in any previous examination held not more than six months before. For any subsequent certificate of this grade, candidates shall be exempt from examination in those subjects in which they shall have attained the required percentages, provided that all such percentages shall have been attained in a single examination held within six months preceding the date of the final examination.

Examination of answer papers.—All answer papers for certificates of this grade shall be examined by the school commissioner, who shall mark the percentages attained in each subject, on the answer paper thereof, and file the same in his office, subject to the order of the State Superintendent of Public Instruction.

Date of certificate.—Certificates of this grade shall be issued as soon as practicable after the completion of the examination, and shall bear date corresponding to the final examination.

PROGRAM OF EXAMINATIONS.

First day.

A. M.—Civil government, drawing, reading.

P. M.—American history, current topics, methods and school economy.

Second day.

A. M.—Arithmetic, geography, orthography.

P. M.—Composition, grammar, physiology and hygiene.

THIRD GRADE.

Term.—Certificates of this grade shall be issued for a term of six months, shall be limited to a particular school or grade, and shall in no case be issued to the same person more than twice.

Renewals.—Certificates shall be renewed but once, and then only on re-examination.

QUALIFICATIONS OF CANDIDATES.

Experience.—None is required.

Educational requirements.—Candidates shall be required to pass an oral examination in Reading and a written examination in Arithmetic, Composition, Geography, Grammar, Orthography, Penmanship, and Physiology and Hygiene.

Standing required.—Candidates for the first certificate of this grade must attain a standing of at least sixty per cent in Arithmetic, Geography, Grammar, Orthography, Penmanship, and Reading, and an average standing of at least sixty per cent in the other subjects.

For the second certificate, candidates must attain a standing of at least sixty-five per cent in the subjects named above, and an average of at least sixty-five per cent in the other subjects.

Days for holding examinations.—Examinations for certificates of this grade, unless omitted in the discretion of the School Commissioner, shall be held on the Friday after the first Thursday of March, the second Friday each of January and June, the third Friday of August, the Saturday after the first Friday each of April, September and October, and the second Saturday of February.

Number of trials allowed.—Candidates for their first certificate in this grade, shall be exempt from examination in any subject in which they have attained a standing of sixty per cent or over in any previous examination held not more than six months before. For the second certificate of this grade, candidates shall be exempt from examination in those subjects in which they have standings of sixty-five per cent or over, provided all such standings shall have been attained in a single examination held within six months preceding the date of the final examination.

Examination of answer papers.—All answer papers for certificates of this grade shall be examined by the School Commissioner, who shall mark the percentage attained in each subject, on the answer paper thereof, and file the same in his office, subject to the order of the State Superintendent of Public Instruction.

Date of certificate.—A candidate may take the examination at any appointed time or place, but a certificate shall be issued only after the candidate shall have made an engagement to teach, approved by the School Commissioner. If, after passing an examination, a candidate expect to teach within the jurisdiction of another Commissioner, the answer papers shall be transferred to said Commissioner upon his requisition. Third-grade certificates shall be dated when issued; but not more than one year shall intervene between the final examination and the issuance of the certificate.

PROGRAM OF EXAMINATIONS.

A. M.—Arithmetic, geography, orthography.

P. M.—Composition, grammar, physiology and hygiene, reading.

TEMPORARY LICENSES.

In addition to the three grades of certificates, the State Superintendent of Public Instruction will, in his discretion, issue temporary licenses for a time not exceeding six weeks, but only in cases in which public convenience absolutely requires it, and then only upon the recommendation of the school commissioner having jurisdiction.

No temporary license will be granted unless satisfactory evidence is furnished that the candidate is qualified, and sufficient reasons are given why the candidate is not the holder of a regular certificate.

GENERAL REGULATIONS.

1. Candidates undertaking the first grade examination and failing to attain the standard required for a certificate of that grade, may be given a certificate of the second or third grade, provided the percentages attained are as high as those required in the grade for which the certificate is granted; but no credits obtained in a second or third-grade examination shall be allowed in an examination for a first-grade certificate.

2. Candidates for certificates of any grade shall be exempt from examination in any subject in which they have attained a standing of seventy-five per cent in an examination for a State certificate, as shown by any partial State certificate issued not more than five years previously.

3. No answer paper, in any subject, showing a standing of less than fifty per cent shall be accepted.

4. School commissioners may, in their discretion, supplement these examinations with additional questions, demand a higher percentage than is required by the standard regulations, and, for sufficient reasons, refuse to admit a candidate to the examination, or to grant him a certificate after he has attained the required standing.

MARKING.

5. The standing in each subject shall be marked as directed on the question paper. Any answer or process that shows knowledge of principles, or gives an essential part of the information required, shall be given its proportion of credit.

6. Penmanship will be judged from the papers on geography, and a certificate should be refused the candidate whose penmanship is not clearly legible.

7. Twenty-five per cent of the credits of papers on composition will depend upon the general excellence of all papers submitted, with reference to neatness, order, and punctuation.

8. In the solution of problems, every process must be given in full or indicated. Answers alone will not be accepted.

9. In making partial certificates of the first grade, commissioners will draw a line through all subjects not taken, also through all standings below seventy-five per cent in arithmetic, geography, grammar, penmanship, and methods and school economy, and all standings below fifty per cent in the remaining subjects.

INDORSEMENT OF CERTIFICATES.

10. Certificates of the first and second grades shall be valid in any commissioner district of the State, when indorsed by the school commissioner having jurisdiction.

RECORDS OF EXAMINATIONS.

11. Records of all examinations shall be kept by school commissioners, in a book furnished by the Department of Public Instruction for that purpose.

CERTIFICATES.

12. Blank certificates of the prescribed form will be furnished for the use of the commissioners, by the Department of Public Instruction.

PLACES OF EXAMINATIONS.

13. Commissioners shall give due notice of the places of examinations and the hours at which they will begin.

14. The places for holding examinations should be those best suited to the convenience of the entire district, and a yearly schedule of such places, with the date of each examination shall be published by the school commissioners.

15. Examinations shall be held in but one place in any school commissioner district upon the same date, unless permitted by the State Superintendent of Public Instruction.

STATEMENT OF CANDIDATES.

16. Before entering upon examination, candidates will be required to fill out a copy of the following:

Full name
 Home P. O
 Age.....
 Number of terms taught.....
 References as to moral character.....

 Last certificate: { Grade..... Date.....
 { Issued by.....
 Have held..... second-grade certificates.
 Have held..... third-grade certificates.
 Have held..... temporary license.
 Am exempt from examination in

Copies of the above will be supplied by the Department.

17. The examinations in each subject will be restricted to the half-day designated in the program.

18. Collusion between candidates, or any other act of dishonesty, will wholly vitiate their examination.

19. Answer papers should be written in ink, and properly arranged for filing.

20. Questions to be used in these examinations will be issued by the Department, and forwarded to school commissioners in sealed envelopes which must be first opened in the presence of the class at the time for the examination.

21. Answers will be furnished to commissioners — the envelope containing the same must not be opened until the close of the examination.

22. Candidates must supply themselves with necessary stationery, and to secure uniformity legal cap paper should be used. They must also provide themselves with compasses and ruler for use in drawing.

TRANSFER OF RECORDS AND BLANKS.

23. Each school commissioner shall transfer to his successor in office the book of records of examinations, all stubs of certificates granted, and all unused blanks furnished by the Department of Public Instruction.

J. F. CROOKER,
State Superintendent.

II. QUESTIONS FOR EXAMINATIONS.

Uniform Examinations for Commissioners' Certificates, Issued from the Department of Public Instruction, from January to December, 1893, inclusive.

SATURDAY, JANUARY 21, 1893 — SECOND AND THIRD GRADES.

A. M.

Arithmetic.

Each of the following questions has ten credits assigned to it.

1. Define (a) multiplication; (b) numeration; (c) root. Illustrate each definition by an example.
2. Classify the following fractions as proper or improper, and give reasons for your answer:
(a) $\frac{2}{1}\frac{3}{5}$; (b) $\frac{3}{3}\frac{1}{1}$; (c) $\frac{6}{7}\frac{1}{3}$.
3. Find the least number exactly divisible by 20, 48, 80 and 96.
4. (a) Write in Arabic notation a number containing six units of the sixth order, four of the fourth, two of the second, and one of the first decimal order. (b) Write the number in words.
5. Reduce .096 to a common fraction (a) whose denominator is 375; (b) whose numerator is 144.
6. The interest on a certain sum of money at 6 per cent per annum, for 1 yr. 3 mo. 24 da. is \$35.55. Find the sum at interest.
7. Required the ratio of 5 yd. to 7 ft. 6 in.
8. Find the agent's commission of 4 per cent on a sale of 860 barrels of apples, at \$2.75 per barrel, and also the sum remitted to his principal in settlement.
9. Three successive trade discounts of 20 per cent, 15 per cent, and 8 per cent are equal to what single discount?
10. Find the dimensions of any bin that will exactly contain two tons of coal, assuming that one ton requires a capacity of thirty-six cubic feet.

Geography.

Each of the following questions has ten credits assigned to it.

1. Distinguish between a delta of a river and an estuary.
2. (a) What is the climate of Iceland? (b) Why?
3. (a) Draw an outline map of New York. (b) Locate upon this map three cities, one railroad, one lake.
4. Give the route by water from Buffalo to Duluth.
5. Name and locate the largest city of (a) New York; (b) Illinois; (c) Louisiana; (d) California; (e) Indiana.
6. (a) Locate the Aleutian Isles. (b) State what nation owns them. (c) What makes them valuable?

7. Name five of the countries of Europe which border on the Mediterranean sea.
8. What islands between Florida and South America? Name the largest four in order of size.
9. What noted promontory in the southern part of Spain, and to what government does it belong?
10. (a) Locate the Yellow sea. (b) Name and locate the capital city of Japan.

Civil Government.

Each of the following questions has twelve and one-half credits assigned to it.

1. Explain the difference between the terms elector and presidential elector.
2. (a) What is the highest court of the United States? (b) Of how many justices does it consist?
3. What is a city charter?
4. Name the division of government (state, county, town, city, or district) to which the following respectively belong: (a) sheriff; (b) alderman; (c) senator; (d) comptroller; (e) justice of peace.
5. Distinguish between voting by ballot and voting by acclamation.
6. State how many (a) congressional districts there are in the State; (b) assembly; (c) senatorial.
7. How are postmasters of cities appointed?
8. When will the term of President Harrison's successor begin?

Drawing.

NOTES.—Twenty credits of the one hundred allotted to this paper will depend on the general excellence of the drawing. Each of the following questions has ten credits assigned to it.

The word *view*, as used in this paper, refers to facts of form and position.

1. Illustrate a circle showing (a) diameter; (b) tangent.
2. Name and illustrate three kinds of straight lines.
3. Mention five objects in which the form of the hemisphere may be recognized.
4. Distinguish between the fact and the appearance of the top face of a vertical cylinder, the top face being on a level with the eye.
5. What is a conventionalized object?
6. Make a working drawing of an ellipsoid, any scale. (Three views.)
7. Develop the surface (or draw the pattern) of a square pyramid.
8. How many and what kind of edges has a cube?

P. M.

Composition.

Write a composition on one of the following subjects:

Winter Sports.

Work for Women.

Compulsory Education.

Resolutions for the New Year.

Credits will be given on the merits of the composition with particular reference to three points:

1. The matter, *i. e.*, the thoughts expressed. (25)
2. The correctness and propriety of the language used. (25)
3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance. (25)

(For remaining 25 credits, see Regulations.)

Grammar.

Each of the following questions has ten credits assigned to it:

- 1 At this moment in every part of the American Union, the children are taking up the
- 2 wondrous tale of the discovery, and from Boston to Galveston, from the little log school-
- 3 house in the wilderness to the towering academy in the city and the town, may be witnessed
- 4 the unprecedented spectacle of a powerful nation captured by an army of Lilliputians, of
- 5 embryo men and women, of toddling boys and girls and tiny elves, scarce big enough to lisp
- 6 the numbers of the national anthem; scarce strong enough to lift the miniature flags that
- 7 make of arid street and autumn wood an emblematic garden, to gladden the sight and to
- 8 glorify the red, white, and blue.—*Henry Watterson.*

The first seven questions refer to the above selection.

NOTES.—1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.

3. In naming a clause include only its unmodified subject and unmodified predicate.

4. A preposition with its object is called a phrase.

5. In naming a phrase, give only the preposition and its unmodified object.

6. A modifier may be a word, phrase or clause.

7. An object of a transitive verb is classed as a modifier of that verb.

8. Only eight parts of speech are recognized — the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the forms of verbs.

9. Infinitives are classed as modes of the verb.

10. In parsing a noun or pronoun observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

12. Treat verbs as divided into two classes only, viz., transitive and intransitive; a transitive verb may be used in the active or the passive voice.

13. In parsing a verb observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

1. Classify according to notes 1 and 2 the following clauses: (a) *Children are taking* (line 1); (b) *May be witnessed spectacle* (lines 3 and 4); (c) *That make* (line 7).

2. Select (a) a verb in the passive voice; (b) a verb in progressive form.

3. Select two verbal adjectives.

4. Select two infinitives.

5. Give the three modifiers of *nation* (line 4).

6. Give four modifiers of *army* (line 4).

7. Give syntax of (a) *spectacle* (line 4); (b) *garden* (line 8).

8. Decline the personal pronoun of the third person masculine gender.

9. Write a sentence containing a verb in the subjunctive mode, present tense.

10. By sentences illustrate the use of a transitive verb having for its object (a) a personal pronoun; (b) a relative pronoun.

Physiology and Hygiene.

Each of the following questions has twelve and one-half credits assigned to it:

1. Name (a) two striated, or voluntary muscles, and (b) two non-striated, or involuntary muscles.

2. (a) Locate the thoracic cavity. (b) Mention its contents.

3. Name the three principal functions of the skin.

4. Name the kinds of teeth, and the number of each kind, in each jaw of an adult.

5. From what substances do the organs of the body secrete fats?

6. What sac envelopes the heart, and how is the sac lined?

7. Explain physiologically the causes of apoplexy.

8. Describe the two processes in respiration.

American History.

Each of the following questions has twelve and one-half credits assigned to it:

1. What discoveries are associated with the following names and dates: (a) John Cabot, 1497? (b) Balboa, 1513? (c) Columbus 1498? (d) De Soto, 1514?

2. What great industry of America has been a source of contention between England and France, from the 16th century to the present time?

3. Tell something of the several mediums of exchange (substitutes for money) used in the colonies.

4. What right did the British government seek to establish by the Stamp Act and other similar measures?

5. Give an account of the last important battle of the Revolution as to (a) location; (b) forces participating; (c) to whom the surrender was made; (d) effect in England.

6. (a) Name in order of time the Presidents of the United States that were citizens of New York.
7. What was the first State that passed an ordinance of secession? (b) During the administration of what President?
8. Mention two incident of the war with the Barbary States.

Current Topics.

Of the following questions, the candidates will answer only eight, to each of which twelve and one-half credits are assigned:

1. What international conference was recently held at Brussels?
2. Who has been selected to deliver the address at the opening of the World's Fair? .
3. What was the recent decision in the trial of Rev. Dr. Briggs?
4. What distinguished person is in this country representing the Pope?
5. Mention two important topics discussed by Governor Flower in his last annual message to the legislature.
6. (a) Who is the speaker of the assembly? (b) How was he chosen?
7. What has recently threatened to overturn the French Republic?
8. What question of international importance, affecting the quarantine laws and labor interests of this country, is being considered by congress?
9. What great financier died in December last?
10. What important action has the present legislature taken in reference to the State constitutional convention?

Methods and School Economy.

Each of the following questions has twelve and one-half credits assigned to it:

1. Should a teacher limit himself to teaching what is in the text-book? Why?
2. How can teachers interest primary pupils in their work?
3. How can the table of linear measure be taught objectively?
4. Mention two ways of teaching morals to children?
5. Mention two great objects to be accomplished in education?
6. In primary work, to what mental faculties of the children, should the teacher most largely appeal?
7. What points should receive most consideration in the study of history, in advanced classes?
8. State two advantages of physical culture?

SATURDAY, FEBRUARY 11, 1893 — SECOND AND THIRD GRADES,

A. M.

Arithmetic.

Each of the following questions has ten credits assigned to it:

1. Define (a) multiple; (b) composite number; (c) ratio. Illustrate each definition by an example.
2. What fractional part of 22 lb. 8 oz. is 5 lb. 14 oz.?
3. In the written number 28,672, the value expressed by the first two digits from the left is how many times the value expressed by the fourth digit from the left?
4. Express in common fractions in their lowest terms (a) .0535; (b) .0028 $\frac{9}{17}$; (c) $4\frac{1}{11}\%$.
5. Find the exact interest on \$225, from July 13, 1893, to Sept. 3, 1893.
6. Find the interest on \$1, at $7\frac{1}{4}\%$ per annum, from Jan. 1, 1893, to June 3, 1893. (Complete answer required required.)
7. Divide 1,026 into four parts that shall be in the ratio of 3, 11, 17, and 23.
8. Reduce $423\frac{1}{2}$ sq. yd. to square rods.
9. Find the cost of 64 shares of railroad stock at $107\frac{3}{4}$, brokerage $\frac{1}{8}\%$.
10. There is a pile of wood ranked along the roadside. What steps are necessary to find the number of cords it contains?

Geography.

Each of the following questions has ten credits assigned to it:

1. Name five conditions which modify climate.
2. Bound (a) the north temperate zone; (b) the south frigid zone.
3. Name three localities in this State noted for their mineral springs.
4. Name three agencies which afford this State great facilities for trade.

5. (a) Which hemispheres contain the largest islands? (b) What is the largest island of North America?
6. What is the general direction of the rivers of the Atlantic States? Why?
7. Name the loftiest mountain chain in Europe, and name the loftiest peak in the chain.
8. (a) Describe the Orinoco; (b) the Congo; (c) the Danube. (Give source, general directions and outlet.)
9. Name a State which is noted for the production of (a) coal; (b) rice; (c) sugar; (d) fruits and wine; (e) salt.
10. Name two railroad routes from Buffalo to Chicago.

Civil Government.

Each of the following questions has twelve and one-half credits assigned to it:

1. When the election of President and Vice-President goes to Congress, by whom is each elected?
2. (a) What is the salary of the Governor of this State? (b) By what authority is it fixed? (c) How may it be changed?
3. Name (a) the legislative officers of a village; (b) the executive officer?
4. Mention the chief duty of the district-attorney.
5. Name the cabinet officers.
6. Who is now commander-in-chief of (a) the State militia? (b) of the United States military forces?
7. State the qualifications for United States Senators as to (a) age; (b) residence; (c) citizenship.
8. (a) What is meant by the term joint ballot? (b) Mention an officer so elected in this State.

Drawing.

NOTES.—Twenty credits of the 100 allotted to this paper will depend on the general excellence of the drawing. Each of the following questions has ten credits assigned to it:

The word *view*, as used in this paper, refers to facts of form and position.

1. How many faces has (a) a sphere, (b) a hemisphere, (c) a cylinder, (d) a square prism?
2. (a) Define and (b) illustrate a vertical line.
3. Distinguish briefly between construction and representation.
4. Represent a square prism, horizontal from left to right, below the level of the eye, and to
5. Draw a horizontal oblong quatref. il.
6. Decorative design should cover about how much of the surface to be ornamented?
7. In representation how is an object affected (a) by position? (b) by distance?
8. Make a working drawing of a square tablet, any scale. (Three views.)

P. M.

Composition.

Write a composition on one of the following subjects:

Skating.

Life on the Farm.

The Sun.

A trip — March 4, 1893.

Credits will be given on the merits of the composition with particular reference to three points.

1. The matter, *i. e.*, the thoughts expressed. (25)
 2. The correctness and propriety of the language used. (25)
 3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance. (25)
- (For remaining 25 credits, see regulations.)

Grammar.

Each of the following questions has ten credits assigned to it:

1. All hail, Columbus, discoverer, dreamer, hero and apostle. We here, of every race and
2. country, recognize the horizon which bounded his vision and the infinite scope of his genius.
3. The voice of gratitude and praise for all the blessings which have been showered upon
4. mankind by his adventure is limited to no language, but is uttered in every tongue. Neither

5. marble nor brass can fitly form his statue. Continents are his monuments, and unnumbered
6. millions, past, present and to come, who enjoy in their liberties and their happiness the
7. fruits of his faith, will reverently guard and preserve, from century to century, his name
8. and fame.

CHAUNCEY M. DEPEW.

The first seven questions refer to the above selection.

NOTES — 1. A combination of subject and predicate is called a clause. Clauses are principal subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses (d) adverbial clauses.
3. In naming a clause, include only its unmodified subject and unmodified predicate.
4. A preposition with its object is called a phrase.
5. In naming a phrase, give only the preposition and its unmodified object.
6. A modifier may be a word, phrase or clause.
7. An object of a transitive verb is classed as a modifier of that verb.
8. Only eight parts of speech are recognized — the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the forms of verbs.
9. Infinitives are classed as modes of the verb
10. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.
11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.
12. Treat verbs as divided into two classes only, viz.: Transitive and intransitive; a transitive verb may be used in the active or the passive voice.
13. In parsing a verb observe the following order: Principal parts, regular or irregular transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.
1. Classify according to notes 1 and 2 the following clauses: (a) *Which bounded* (line 2); (b) *Voice is limited* (lines 3 and 4); (c) *Neither marble nor brass can form* (line 5); (d) *Millions will guard and preserve* (lines 6, 7 and 8); (e) *Who enjoy* (lines 6 and 7).
2. Select an example of each part of speech found in this selection.
3. Select two verbs in the passive voice.
4. Give the tense of each of the following verbs: (a) *bounded* (line 2); (b) *have been showered* (line 4); (c) *is limited* (line 4); (d) *will preserve* (lines 7 and 8).
5. Give four modifiers of *millions* (line 6).
6. Give the syntax of (a) *Columbus* (line 1); (b) *dreamer* (line 1).
7. Give the syntax of (a) *scope* (line 3); (b) *monuments* (line 6).
8. Illustrate the use of *which* (a) as a pronoun, (b) as an adjective.
9. Illustrate the use of the verb *be* in the indicative mode, present tense, in a sentence whose subject is (a) *news*; (b) *gallows*; (c) *tongs*.
10. Write a sentence having a clause used as the object of a transitive verb.

Physiology and Hygiene.

Each of the following questions has twelve and one-half credits assigned to it:

1. Name two circulating fluids of the body.
2. Locate the cutis. Of what tissue is it composed?
3. (a) What is digestion? (b) Name the digestive organs.
4. Name the secretions of the liver and state its office.
5. Where is fibrin chiefly found? Name one peculiar property it possesses.
6. Describe the greater circulation.
7. How do the nails and hair receive nourishment?
8. What is the office of the crystalline lens?

American History.

Each of the following questions has twelve and one-half credits assigned to it:

1. What were the principal discoveries and explorations made by the French in North America?
2. What was the principal cause of the French and Indian war?
3. Why did the Embargo Act affect New York more than any other State?

4. What principle of government was enunciated in the rallying cry of the colonists, "No taxation without representation?"
5. Who was President of the United States during what was known as the "Era of Good Feeling?"
6. (a) Who was commander-in-chief of the Mexican forces in the Mexican war? (b) Of the American forces? (c) What other American general won great distinction in that war?
7. At the beginning of the Civil war, what superior advantages did each side have?
8. What former act of Congress did the Kansas-Nebraska bill practically nullify?

Current Topics.

1. (a) What foreign country has asked to be annexed to the United States? (b) What led to such request?
2. What great American statesman died January 27, 1893?
3. Name three positions in the national government which he had occupied.
4. Name three other men who died last month and who had been prominent in public life in the United States.
5. Who was recently elected United States Senator for New York State?
6. What important action has been taken by the Pope in reference to the Roman Catholic church in this country?
7. When and where did the presidential electors meet to vote for President and Vice-President?
8. What United States Senator died during the month of January?
9. What important measure is to be considered by the present parliament of Great Britain?
10. When will the next annual town meeting be held in your town?

Methods and School Economy.

Each of the following questions has twelve and one-half credits assigned to it:

1. Name three causes that make some children dislike school.
2. Define preception.
3. How could the difference between 1", and 1 sec. be explained to a pupil?
4. Should pupils of third and fourth reader grades memorize a portion of the reading lesson, daily? Why?
5. What is the basis of the science of education?
6. Mention two good results to be obtained by the use of supplementary reading?
7. Why should the pupil not be taught to write large numbers during his first year in school?
8. State two objections to the self-reporting system in scholarship and deportment.

TUESDAY, MARCH 7, 1893—SECOND AND THIRD GRADES.

A. M.

Arithmetic.

Each of the following questions has ten credits assigned to it:

1. Define (a) exact divisor; (b) fraction; (c) factors. Illustrate each definition by an example.
2. Subtract seventy-three-millionths from nineteen ten-thousandths, and divide the result by two hundred three ten-millionths.
3. What is the effect upon a fraction of decreasing its denominator? Why?
4. Find the difference in time corresponding to a difference in longitude of seven degrees, thirty-three minutes.
5. Find the compound interest on \$100, for 3 years, at 5 per cent per annum.
6. Find the value of an interest-bearing note for \$216 that has run 8 mo. 17 da., the annual rate of interest being 5 per cent.
7. Multiply 15 gal. 3 qt. 1 pt. by 13.
8. $\frac{9}{52}$ is what per cent of $\frac{18}{5}$?
9. Find the true present worth of a debt of \$245 due in 8 months, discounted at the rate of $4\frac{1}{2}$ per cent per annum.
10. How many shingles 4 inches wide and laid 5 inches to the weather, will be required to shingle one side of a roof, 27 ft. 6 in. by 15 ft. 10 in.

Geography.

Each of the following questions has ten credits assigned to it:

1. (a) Define climate; (b) explain how climate affects vegetation.
2. Define (a) source of a river; (b) left bank; (c) channel.
3. (a) Draw an outline map of New York; (b) on this map locate Albany, Utica, Syracuse, Rochester, Buffalo.
4. Name five mineral products of New York and a locality in which each occurs.
5. Name the principal river of (a) Ohio; (b) Virginia; (c) New York; (d) Arkansas; (e) Iowa.
6. Name the States which border on Illinois.
7. (a) What mountain chain between the Black and Caspian seas? (b) on the border between Spain and France?
8. Name the countries which border on Austria-Hungary.
9. (a) Which is the most northern cape of Asia? (b) the most eastern? (c) the most southern?
10. Give the water route from New York to Hamburg.

Civil Government.

Each of the following questions has twelve and one-half credits assigned to it.

1. Distinguish between a limited and an absolute monarchy.
2. A territory has one representative in Congress. What privileges has he, and what is denied him?
3. Mention in what respect a city government differs from that of a village.
4. State two duties of a district collector.
5. Define an Assembly district.
6. In all questions relating to foreign affairs, which of the cabinet officers is in charge?
7. A State has twenty-four electoral votes. How many members of Congress has it in the House of Representatives? Why?
8. The speaker of the Assembly can vote upon all questions, but the Lieutenant-Governor as presiding officer of the Senate can vote only in case of a tie. Why is there such discrimination?

Drawing.

NOTES.—Twenty credits of the 100 allotted to this paper will depend on the general excellence of the drawing. Each of the following questions has ten credits assigned to it.

The word *view*, as used in this paper, refers to facts of form and position.

1. Represent a vertical square prism, one vertical edge directly in front, the top face being on a level with the eye.
2. In the representation of an object to what extent should the details be drawn?
3. Mention three principles of decoration.
4. Make a working drawing of a square plinth, in proportion of 4 to 1, any scale. (Three views.)
5. Name and illustrate the three kinds of triangles as to sides.
6. In what direction should a horizontal line be drawn?
7. Name five kinds of fruit of which the sphere is the type form.
8. Draw a cube directly in front, below the level of the eye. Represent the invisible edges by light-dotted lines.

*P. M.**Composition.*

Write a composition on one of the following subjects:

- The Inauguration of President Cleveland.
- Dangers of Unrestricted Immigration.
- Fashionable Follies.
- The Necessity of Universal Education.

Credits will be given on the merits of the composition with particular reference to three points:

1. The matter, *i. e.*, the thoughts expressed. (25)
2. The correctness and propriety of the language used. (25)
3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance. (25)

(For remaining 25 credits, see regulations.)

Grammar.

Each of the following questions has ten credits assigned to it.

1. May the new life and growth which it* will impart to this throbbing center of trade,
2. pulsate and be felt even to the farthest extremity of the land, and may the many streams
3. of industry converging from every quarter of the globe, in this great heart of Illinois, flow
4. back with increased abundance into every artery of the commercial world.

—Cardinal Gibbons.

The first six questions refer to the above selection.

NOTES.—1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.
3. In naming a clause, include only its unmodified subject and unmodified predicate.
4. A preposition with its object is called a phrase.
5. In naming a phrase, give only the preposition and its unmodified object.
6. A modifier may be a word, phrase or clause.
7. An object of a transitive verb is classed as a modifier of that verb.
8. Only eight parts of speech are recognized—the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the forms of verbs.
9. Infinitives are classed as modes of the verb.
10. In parsing a noun or pronoun, observe the following order: class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.
11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.
12. Treat verbs as divided into two classes only, viz., transitive and intransitive; a transitive verb may be used in the active or the passive voice.
13. In parsing a verb, observe the following order: principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.
1. Classify according to notes 1 and 2 the following clause: (a) *May life and growth pulsate and be felt* (lines 1 and 2); (b) *May streams flow* (lines 2, 3 and 4); (c) *It will impart* (line 1).
2. Select (a) a verb in the passive voice; (b) a verb in the potential mode; (c) a verb in the indicative mode.
3. Select a participle and give its grammatical use in this selection.
4. Parse (a) *even* (line 2); (b) *back* (line 4).
5. Parse *which* (line 1).
6. Select (a) two adjective phrases; (b) three adverbial phrases.
7. Decline the personal pronoun of the third person feminine gender.
8. How is the emphatic form of verbs made? Illustrate by sentence.
9. Give the synopsis of the verb *break*, first person plural of the indicative mode.
10. Write a sentence containing *is* followed by a personal pronoun of the first person plural number. Give the syntax of the pronoun.

Physiology and Hygiene.

Each of the following questions has twelve and one-half credits assigned to it.

1. Name the two kinds of muscles.
2. Define and explain the use of tendons.
3. Locate the sebaceous glands and mention their use.
4. What are the lacteals? Why are they so called?
5. (a) Name the different substances of a tooth. (b) Describe one of these parts.
6. Name four articles of food containing much carbonaceous matter.
7. Name the organs of circulation in their order.
8. (a) What is the pulse? (b) What is its usual rate?

American History.

Each of the following questions has twelve and one-half credits assigned to it.

1. (a) Who discovered Florida? (b) What induced him to start with the expedition that led to its discovery?

* The World's Columbian Exposition.

2. Mention three advantages that have been chiefly instrumental in securing for New York, city its commercial supremacy.
3. Compare the means of travel and transportation in this country, both by land and water during the colonial period with those now in use.
4. What was the claim of the colonists in regard to taxation by the British government?
5. Who were the Hessians mentioned in the history of the Revolution?
6. What was the principal event in Polk's administration?
7. Name five prominent American statesmen of the period from the adoption of the Constitution to the beginning of the Civil war.
8. Arrange in order of time the following battles of the Civil war: The Wilderness, Fredericksburg, Gettysburg, Chickamauga, Antietam.

Current Topics.

Of the following questions, the candidates will answer only eight, to each of which twelve and one-half credits are assigned.

1. Whom did President Harrison appoint to succeed the late L. Q. C. Lamar as associate justice of the supreme court of the United States?
2. Mention two subjects discussed by President Cleveland in his inaugural address?
3. What state senator died February 20, 1893?
4. When did the 52nd Congress of the United States adjourn?
5. What important railroad company is unable to meet its obligations and has been placed under the management of receivers?
6. Name the members of President Cleveland's Cabinet?
7. Name the State from which each cabinet officer was chosen?
8. What Confederate general died recently?
9. What recent invention has been successfully tested, and promises to supplant all existing war vessels?
10. What important act in relation to American steamships was recently performed by the President?

Methods and School Economy.

Each of the following questions has twelve and one half credits assigned to it.

1. When should technical definitions be taught?
2. State three reasons why it is important to train the senses of pupils.
3. Name three important subjects which belong to school economy.
4. Illustrate by some familiar act the relation, and exercise of the three powers, knowing, feeling and willing.
5. What kind of training in development is calculated to diminish (a) ignorance? (b) disease? (c) viciousness? (d) To which of these does the teacher's responsibility extend?
6. Why should language lessons precede the study of grammar?
7. State two main objects of a recitation?
8. Mention one advantage, and one disadvantage of industrial training in public schools.

TUESDAY AND WEDNESDAY, MARCH 7 AND 8, 1892 — FIRST GRADE.

TUESDAY, A. M.

Arithmetic.

Each of the following questions has ten credits assigned to it.

1. Find the sum of 3-7 mile and 4-5 rod.
2. Write three numbers, each greater than forty, one of them prime and two composite, that are prime to one another.
3. (a) Write in order descending the symbols or abbreviations used in the table of surveyors' long measure; (b) write in order ascending the scale of the same table.
4. Reduce the couplet 7-15 : 4 1-9 to the integral form in its lowest terms.
5. Find how many quarts dry measure equal 25 quarts liquid measure.
6. The interest on a certain sum for 7 mo. 6 da. is 21-500 of the principal. Required the rate per annum.

7. An agent remitted to his principal in settlement of a sale of 4,000 bushels of potatoes \$2,829.65, after deducting \$286.35 freight charges and his commission of 5 per cent. Find the selling price per bushel.
8. The maturity of a note for \$196 given for 6 months is December 19, 1892, and the note is discounted October 23, 1892, at the First National Bank of Syracuse, N. Y. Find the proceeds.
9. The Julian year of $365\frac{1}{4}$ days was 11 min. 10.38 sec. longer than the solar year. Find the number of days lost in the calendar from the Council of Nice, A. D. 325, to the discovery of America by Columbus, A. D. 1492.
10. Required the area of a triangular field 16 ch. 73 l. on the longest side, the corner opposite that side being 12 ch. 95 l. distant from it. (Draw diagram.)

Geography.

Each of the following questions has ten credits assigned to it:

1. Name the locality of greatest rainfall (a) by zone; (b) by coast or interior.
2. (a) About when will the next equinox occur? (b) About when did the last solstice occur?
3. Why is a degree of longitude at Buffalo shorter than a degree of latitude at the same place?
4. (a) Draw an outline map of New York, and (b) upon it locate the Adirondacks, the Catskills, the Genesee river, the Mohawk river, the Hudson river.
5. Name the three principal rivers of New York, which flow into Lake Ontario.
6. Name and locate the principal mountain chain of (a) North America; (b) Europe; (c) Asia; (d) Africa.
7. (a) In what zone is the greater part of South America? (b) Name the three great rivers of South America; (c) State why they have the same general direction.
8. Name and locate a great seaport for trade with the United States in (a) England; (b) France; (c) Germany.
9. (a) What waters are connected by the Suez canal? (b) What nation controls it? (c) Of what commercial advantage is it?
10. Give route by water from Boston to New Orleans?

Drawing.

NOTE.—The word *view*, as used in this paper, refers to facts of form and position. Each of the following questions has ten credits assigned to it.

1. Illustrate radiation from (a) a point; (b) a center; (c) a line.
2. Develop the surface (or draw the pattern) of a hexagonal prism, any size.
3. Represent an oblong box, depth of cover one-fourth the height of box and cover, so placed that left end and front and top faces are visible.
4. (a) Draw a lilac leaf; (b) conventionalize it. (If the candidate can not draw a lilac leaf, any other except the ivy may be substituted and its name given.)
5. Make a working drawing of a square pyramid, any scale. (Three views.)
6. Name five different forms in Nature of which the cylinder is the type form.
7. In primary work in drawing in which direction should the teacher's efforts be principally exerted, toward facility or accuracy of representation?
8. What class of objects are represented by freehand drawing?
9. Draw an oval using dotted lines. Using full lines, modify the oval to represent a pear.
10. What is (a) a tint of any color? (b) a shade of any color?

TUESDAY, P. M.

Composition.

Write a composition on one of the following subjects:

- The inauguration of President Cleveland.
- Dangers of Unrestricted Immigration.
- Fashionable Follies.
- The Necessity of Universal Education.

Credits will be given on the merits of the composition with particular reference to three points,

1. The matter, *i. e.*, the thoughts expressed. (25)
2. The correctness and propriety of the language used. (25)
3. The orthography, punctuation, division into paragraphs, use of capitals and general appearance. (25)

(For remaining 25 credits, see regulations.)

Grammar.

Each of the following has ten credits assigned to it :

- 1 Sunset and evening star,
- 2 And one clear call for me!
- 3 And may there be no moaning of the bar
- 4 When I put out to sea,

- 5 But such a tide as moving seems asleep,
- 6 Too full for sound and foam,
- 7 When that which drey from out the boundless deep
- 8 Turns again home.
- 9 Twilight and evening bell,
- 10 And after that the dark!
- 11 And may there be no sadness of farewell
- 12 When I embark.
- 13 For tho' from out our bourne of time and place
- 14 The flood may bear me far,
- 15 I hope to see my Pilot face to face
- 16 When I have crossed the dar.

— Alfred Tennyson.

The first four questions refer to the above selection.

NOTES.—1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.

3. In naming a clause, include only its unmodified subject and unmodified predicate.

4. A preposition with its object is called a phrase.

5. In naming a phrase, give only the preposition and its unmodified object.

6. A modifier may be a word, phrase or clause.

7. An object of a transitive verb is classed as a modifier of that verb.

8. Only eight parts of speech are recognized—the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the forms of verbs.

9. Infinitives are classed as modes of the verb.

10. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

12. Treat verbs as divided into two classes only, viz., transitive and intransitive: A transitive verb may be used in the active or passive voice.

13. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

1. Select and classify five subordinate clauses. (See notes 1 and 2).

2. Select (a) a participle; (b) an infinitive. Give the grammatical use of each in this selection.

3. Give (a) two modifiers of *hope* (line 15); (b) three modifiers of *may bear* (line 14).

4. Give syntax of (a) *moaning* (line 3); (b) *as* (line 5); (c) *that* (line 7); (d) *home* (line 8); (e) *sadness* (line 11).

5. Define (a) declension; (b) conjugation.

6. Give the syntax (a) of *boy* in the sentence, *give the boy a book*; (b) of *governor* in the sentence, *they elected him governor*.

7. Give the plurals of the following nouns: (a) *solo*; (b) *mosquito*; (c) *mackerel*; (d) *axis*; (e) *genus*.

8. Write a sentence containing an infinitive used (a) as an object of a transitive verb; (b) as an attribute (predicate noun).

9. Write a sentence containing an adjective clause introduced by *where*.

10. Write a sentence containing a clause used (a) in apposition with a noun; (b) as subject of a finite verb.

Physiology and Hygiene.

Each of the following questions has ten credits assigned to it.

1. Name the processes in the conversion of food into tissues.

2. Define (a) papillae, (b) epithelium, (c) peritoneum.

3. What is nerve force?

4. (a) Name the three coats of the eye ball. (b) Describe one of them.

5. What is the effect of alcohol upon digestion ?
6. Which auricle receives the venous and which the arterial blood ?
7. Distinguish between the veins and the arteries (a) as to color of blood; (b) as to the manner of its flow.
8. What is the gas that the lungs exhale ?
9. Name three desirable hygienic qualities in clothing.
10. Why should the young not use tobacco ?

Current Topics.

Of the following questions, the candidates will answer only ten, to each of which ten credits are assigned.

1. Whom did President Harrison appoint to succeed the late L. Q. C. Lamar as associate justice of the Supreme Court of the United States ?
2. Mention two subjects discussed by President Cleveland in his inaugural address.
3. What State senator died February 20, 1893 ?
4. When did the Fifty-second Congress of the United States adjourn ?
5. What important railroad company is unable to meet its obligations and has been placed under the management of receivers ?
6. Name the members of President Cleveland's cabinet.
7. Name the State from which each cabinet officer was chosen.
8. What Confederate general died recently ?
9. What recent invention has been successfully tested, and promises to supplant all existing war vessels ?
10. What important act in relation to American steamships was recently performed by the President ?

WEDNESDAY, A. M.

American History.

Each of the following questions has ten credits assigned to it.

1. Where did Columbus plant his first colony in America ?
2. Give an account of the Charter Oak as to (a) location; (b) the incident from which it derived its name.
3. Compare the royal government of the colony of New York with that of the present constitutional government as to (a) the chief executive officer, and how chosen; (b) the Legislature, its two branches and how each was chosen.
4. What were the so-called writs of assistance ?
5. The strategy of the British in endeavoring to secure possession of the Hudson valley during the Revolution had what parallel in the Civil war ?
6. What were the final results of the Mexican war ?
7. What were the leading principles advocated by the American or Know Nothing party ?
8. What cause for alarm had the statesmen of the slave states in the admission of new States from the west and northwest ?
9. What section of the United States was opposed to the war of 1812 ? Why ?
10. Name the States known as the border States during the Civil war.

Algebra.

Each of the following questions has ten credits assigned to it.

1. Define (a) exponent; (b) binomial; (c) equation.
2. Find the sum of $a^2 - 2ab + b^2$, $-2a^2 + 4ab - 2b^2$, and $a^2 - b^2$. Write the prime factors of the result.
3. Multiply $a^2 + b^3$ by $a^2 - b^3$.
4. Divide $a^2m + n + anb^2m - a^2mbn - b^2m + n$ by $an - bn$.
5. Resolve into prime factors (a) $a^2 + a - 12$; (b) $3a^3bc - 3ab^3c$.
6. Expand by the binomial theorem $(m - 2n)^4$.
7. $2x + y + 3z = 19$
 $3x + 2y - z = 8$ Determine the values of x, y, z .
 $x - 3y + 2z = 1$
8. Add $\sqrt{175x^3 y^2}$ and $-x\sqrt{63x y^2}$.
9. For reaping thirty-six acres of grain three days more would have been required if one acre less per day had been reaped. Require the number of days it took ?
10. $x^2 + 3x = 10$. Determine two values for x .

Bookkeeping.

Each of the following questions has ten credits assigned to it.

MEMORANDA —Ira C. Hall of Albany, N. Y., dealer in hay and feed, enters into the following transactions January 17, 1893: (1) Sold L. M. Varney, on account, 1,380 pounds of hay at 90 cents per hundred, and 16 bushels of oats at 52 cents per bushel; (2) sold to E. K. Vaile, for cash, 860 pounds of hay at 90 cents per hundred; January 19, 1893, (3) sold to M. C. Gould, on his note at 30 days, without interest, 300 bushels of oats at 48 cents per bushel; (4) paid R. C. Hyatt for 31,860 pounds of hay at \$15 per ton, by check on Capitol City Bank of Albany; (5) paid John Quinn for labor \$2.50; January 20, 1893, (6) paid gas bill for store, \$4.28; (7) received payment in full of L. M. Varney's account of January 17 and gave receipt; (8) bought 1,000 bushels of oats, at 42 cents per bushel, of F. V. Weaver, transferring to him in part payment M. C. Gould's note, the balance being charged to account.

- 1-2. Rule forms of day book, ledger and cash book, allowing eight lines to the page each.
3. Make all entries required by memoranda in Ira C. Hall's day book.
4. Make all entries required by memoranda in Ira C. Hall's cash book.
5. Post entries in day book to ledger.
6. Find date of maturity of the note given by M. C. Gould.
7. Write indorsement required upon presentation of the check given R. C. Hyatt at the bank.
8. Write receipt noted in (7) of memoranda.
9. Write indorsement in full as required by transaction (8).
10. What auxiliary book should be used in the record of transactions (3) and (8)? Under what title should the entries in that book be made?

WEDNESDAY, P. M.

Civil Government.

Each of the following questions has ten credits assigned to it:

1. Name the three inalienable rights as mentioned in the Declaration of Independence.
2. What action is necessary that a State may be divided into two or more States?
3. Duties or customs are called indirect taxes. Why?
4. (a) Who are qualified to vote for Members of Congress? (b) By what authority is this qualification established?
5. What authority prohibits a State from making treaties? Why?
6. State the advantage gained by having Congress regulate the standard of weights and measures.
7. (a) How are the Justices of the Court of Appeals chosen? (b) State the number. (c) For how long a term are they chosen?
8. The Vice-President, when presiding over the United States Senate, can vote only in case of a tie, while the President *pro tem.* can vote upon all questions. Why is there such discrimination?
9. Oregon has four electoral votes, New York has thirty-six. Which, according to population, has the greater influence in electing a President? Why?
10. What authority determines the number of (a) United States Senators; (b) State Senators?

School Law.

Each of the following questions has ten credits assigned to it:

1. If school be taught upon a legal holiday the attendance for that day must not be included in the aggregate attendance, nor reported to the school commissioners. Why?
2. When only is a school commissioner authorized to grant a temporary license?
3. What questions only can be legally acted upon at a special school meeting?
4. State the length of term for which each of the following certificates respectively must be granted: (a) third grade; (b) second grade; (c) first grade; (d) State.
5. In whom is vested the power to fix the amount to be paid (a) for teachers' wages? (b) for a site for a school house?
6. How may a trustee of a common school district be authorized to employ a teacher within a prohibited degree of relationship?
7. What qualifications have been prescribed for admission to teachers' training classes under the supervision of the State Department of Public Instruction?
8. The attendance of what pupils must not be included in the aggregate attendance as the basis for the apportionment of public money to the district?

9. (a) When is a teacher required to make affidavit to the correctness of the school register?
(b) why does the law make such affidavit necessary?
10. Where is the authority to adopt text-books vested; (a) for use in a union school; (b) in a common school?

Physics.

Each of the following questions has ten credits assigned to it:

1. Describe an experiment illustrating the porosity of a metal.
2. Give an example of capillary attraction.
3. (a) How many valves are necessary in a common lifting pump? (b) In which direction do they open?
4. Why is a tumbler liable to break when partially immersed in hot water?
5. A cubic foot of water weighs $62\frac{1}{2}$ pounds. What is the pressure upon a mill dam 20 feet long and 10 feet high, when the dam is just full of water?
6. State what temperature will be indicated by a Fahrenheit thermometer when immersed (a) in a mixture of salt and pounded ice; (b) in *thawing ice*; (c) in pure water boiling at sea level.
7. Why is a flash of lightning seen before the accompanying peal of thunder is heard?
8. Mention in order the colors of the solar spectrum.
9. The smoke from a moving steamboat remains directly over the vessel. What is the relative direction of the wind, and what is its velocity?
10. The toy known as the sucker consists of a circular piece of thick leather, to the center of which a string is attached. While wet the sucker is pressed upon a smooth, flat stone which can be lifted by the string. What causes the leather to adhere to the stone?

Methods and School Economy.

Each of the following questions has ten credits assigned to it.

1. Name two kinds of attention.
2. The cultivation of what faculties should claim the special attention of primary teachers?
Why?
3. Write in order of importance, acquiring knowledge of subject-matter, manners, morals and the preservation of health.
4. Distinguish between "A System of Education" and "A Method of Education."
5. In a development lesson, how should the maxim, "Ideas before Words," be applied?
6. Why is the *word method* in teaching primary reading called the "Natural Method?"
7. Mention the chief means of preventing the necessity of punishment.
8. What should pupils be taught of the uses of a dictionary?
9. Mention three advantages arising from the study of mental arithmetic.
10. Briefly outline a program of exercises for "Arbor Day."

SATURDAY, APRIL 1, 1893 — SECOND AND THIRD GRADES.

A. M.

Arithmetic.

Each of the following questions has ten credits assigned to it:

1. Define (a) subtraction; (b) reduction; (c) decimal. Illustrate each definition by an example.
2. Divide 5-6 by .0004 1-6.
3. Write a number that may be classified as concrete, odd, composite, integral, and simple, and explain why it may be so classified.
4. Write with proper symbols or abbreviations (a) nine degrees, ten minutes and thirty seconds; (b) five days, twelve hours, nineteen minutes; (c) the ratio of one-third to five equals the ratio of two-fifths to six; (d) the cube root of seven hundred and twenty-nine equals the second power of three.
5. Reduce (a) 2 pk. 4 qt. to the decimal of a bushel; (b) $\frac{37}{44}$ to integers of lower denominations.
6. A note of \$205 bearing 6% interest, given June 17, 1891, has indorsed upon it a payment of \$100, March 4, 1892. Find the sum due on the note November 1, 1892.
7. Divide 1 mi. 86 rd. 1 yd. 2 ft. 6 in. by 23.

8. If a grocer sells coffee that costs him $26\frac{1}{2}$ cents per pound in New York and 32 cents a hundred for freight and cartage, for 36 cents per pound, what is his gain per cent?
9. Find the list price of a phaeton, the net price of which, after deducting trade discounts of 25% and 10%, is \$108.
10. Find the diagonal of the floor of a room 18 feet by 16 feet. (Correct to two decimal places.)

Geography.

Each of the following questions has ten credits assigned to it:

1. Name and define three of the natural divisions of (a) land; (b) water.
2. Distinguish between a river basin and a lake basin.
3. What is meant by standard eastern time?
4. Draw an outline map of the county in which you live, giving its name and the names of the adjoining counties.
5. Name the city or cities located in the following counties of this State: (a) Chautauqua; (b) Oneida; (c) Broome; (d) Monroe; (e) Dutchess; (f) Kings; (g) Ulster; (h) Chemung.
6. Name the States which border on Iowa.
7. Name (a) the two great rivers which empty into the Gulf of Mexico; (b) the river which is the final outlet of Lake Superior.
8. Name (a) the sea east of the British isles; (b) the strait which forms the entrance to the Mediterranean sea; (c) the loftiest mountain chain in the world.
9. Name (a) the sea north of Persia; (b) the gulf south of Persia; (c) the great river which flows into this gulf from Turkey.
10. Give the shortest water route from Genoa to Calcutta.

Civil Government.

Each of the following questions has twelve and one-half credits assigned to it:

1. Distinguish between a democracy and a republic.
2. (a) How are the cabinet officers chosen? (b) What is the use of cabinet officers?
3. What is the purpose of executive session of the United States Senate?
4. (a) By what means may the mayor check the action of the common council? (b) Name one State officer and one United States officer who has a similar power.
5. Name one duty of a supervisor.
6. What is a congressional district?
7. What is meant by a person's giving bail?
8. Name a representative officer of the town and city, respectively, that are identical in title.

Drawing.

NOTES.—Twenty credits of the one hundred allowed to this paper will depend on the general excellence of the drawing. Each of the following questions has ten credits assigned to it:

The word *view*, as used in this paper, refers to facts of form and position.

1. (a) Define and (b) illustrate a horizontal line.
2. Make a border having for the unit of design a simple geometric figure. Use two positions of the figure arranged alternately.
3. How many diameters has (a) an ellipse; (b) an oval?
4. Develop the surface (or draw the pattern) of a square prism, one-half inch by one inch.
5. Name the primary colors.
6. Make a working drawing of a cylinder box four inches deep and six inches across, scale one-sixth inch to the inch. (Three views.)
7. What is the name of any angle less than ninety degrees.
8. What principle of decoration is violated when units are joined by points?

P. M.

Composition.

Write a composition on one of the following subjects:

Spring Time.

"Personal Registration."

A Drive in the Country.

Country Roads.

Credits will be given on the merits of the composition with particular reference to three points:

1. The matter, *i. e.*, the thoughts expressed. (25)
2. The correctness and propriety of the language used. (25)
3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance. (25)

(For remaining 25 credits, see Regulations.)

Grammar.

Each of the following questions has ten credits assigned to it:

1. There is no monument that a man can raise to himself so durable as a poem, or a sound,
2. simple, original piece of prose. His literature will survive and he will live in it, when his own
3. personality becomes vague. Nothing else seems to last. A reputation for doing something
4. is very often shifted from the supposed actor to someone else, and time, and the document-
5. finding historians are always nibbling away reputations.—*Charles Dudley Warner.*

The first seven questions refer to the above selection:

NOTES.—1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.

3. In naming a clause, include only its unmodified subject and unmodified predicate.

4. A preposition with its object is called a phrase.

5. In naming a phrase, give only the preposition and its unmodified object.

6. A modifier may be a word, phrase or clause.

7. An object of a transitive verb is classed as a modifier of that verb.

8. Only eight parts of speech are recognized—the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the forms of verbs

9. Infinitives are classed as modes of the verb.

10. In parsing a noun or pronoun, observe the following order: class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

12. Treat verbs as divided into two classes only, *viz.*, transitive and intransitive. A transitive verb may be used in the active or the passive voice.

13. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

1. (a) Give the subject of the first clause, and (b) give its three modifiers.

2. Give (a) the subject of the clause found in line 3; (b) the predicate. What does the clause modify?

3. Classify as a part of the verb, (a) *to last* (line 3); (b) *doing* (line 4). State the grammatical use of each.

4. Give the syntax of (a) *monument* (line 1); (b) *that* (line 1).

5. Give the syntax of (a) *poem* (line 1); (b) *reputations* (line 6).

6. State to what part of speech each of the following belongs: (a) *so* (line 1); (b) *own* (line 3); (c) *vague* (line 3); (d) *else* (line 3); (e) *supposed* (line 4).

7. Select (a) a verb in the potential mode; (b) a verb in the passive voice.

8. Give the verb *lie* (to recline) in all the tenses of the indicative mode, naming the tenses (Use *I* as the subject of each.)

9. Illustrate the use of *what* (a) as a pronoun; (b) as an interjection.

10. Illustrate the use of (a) an adverbial clause; (b) an adjective clause.

Physiology and Hygiene.

Each of the following questions has twelve and one-half credits assigned to it:

1. Name the osseous tissues of the body.
2. Locate the perspiratory glands, and mention their functions.
3. Define and explain the use of (a) ligaments, (b) tendons.
4. Name and locate the two openings of the stomach.
5. Name four articles of food containing much nitrogenous matter.
6. What is meant by the circulation?
7. Explain physiologically the cause of pallor.
8. Describe and locate (a) the larynx; (b) the bronchial tubes.

American History.

Each of the following questions has twelve and one-half credits to it:

1. Give an account of the Swedish settlement in America, in 1638, as to (a) location; (b) what other colonists claimed the territory and captured the settlement.
2. Locate the site of (a) Fort Duquesne; (b) Fort William Henry; (c) Port Royal.
3. Mention three historical incidents in the life of Washington.
4. What name was given to the irregular American troops who fought at Lexington and Concord, and why so called?
5. Name three former Superintendents of Public Instruction of the State of New York.
6. Name an American statesman prominently identified with each of the following measures: (a) the Missouri Compromise; (b) the Wilmot Proviso; (c) the Kansas-Nebraska Bill.
7. Give particulars of the first battle between iron-clad ships as to (a) location; (b) names of vessels engaged; (c) the peculiar construction of each; (d) the result.
8. What causes led to the Mexican War?

Current Topics.

Of the following questions, the candidates will answer only eight, to each of which twelve and one-half credits are assigned:

1. What important political question affecting the United States is being agitated in Canada?
2. Name two important topics discussed by the State Superintendent of Public Instruction in his annual report?
3. Whom has President Cleveland nominated to be ministers to France and to Germany?
4. What bill proposing a radical change in the local administration of the school affairs of this State is before the Legislature?
5. What action has President Cleveland taken on the Hawaiian affairs?
6. What has the Legislature done to make the New York exhibit at the World's Fair a success?
7. What steamship is believed to have been lost at sea?
8. What prominent French statesmen died recently?
9. What is the absorbing question in the German parliament and in the minds of the German people?
10. What interest have the public schools of this State in May 5, 1893?

Methods and School Economy.

Each of the following questions has twelve and one-half credits assigned to it:

1. Why is it important for the teacher to study children?
2. How may the observing powers of the child be cultivated?
3. Give two reasons in favor of and two against giving prizes.
4. Mention three ways of promoting regularity in attendance.
5. Upon what does a good method depend?
6. In what ways may knowledge of form be expressed?
7. State your questions and the pupil's probable answers in teaching him objectively that eight divided by two equals four.
8. What is meant by abstract instruction.

SATURDAY MAY 6, 1893.—SECOND AND THIRD GRADE.

A. M.

Arithmetic.

Each of the following questions has ten credits assigned to it:

1. Define (a) minuend; (b) evolution; (c) prime number. Illustrate each definition by an example.
2. If $\frac{1}{2}\frac{9}{4}$ of the value of a piece of property is \$389.50, what is the value of the remainder?
3. Find three exact divisors of 17.71, and give the quotient each will produce.
4. Express decimally (a) $\frac{7}{16}$; (b) $\frac{5}{8}\%$; (c) $9\frac{1}{16}$.
5. 95 ch. 81 l. equals how many rods, feet, and inches?

6. In what time will \$819 amount to \$843.75 at 4% per annum?
7. How many times is 3 bu. 2 pks. 5 qts. contained in 62 bu. 5 qts.?
8. In a spelling contest where 75 words were given, 6 contestants spelled 74 words each, 9 spelled 73 words each, 5 spelled 72 each, and 13 spelled 70 each. Find the average per cent of standing of these contestants.
9. Required the proceeds of a note for \$235, given for 4 months, and discounted the day it was made, at the Commercial National Bank of Albany, N. Y.
10. A bin 8 ft. by 4 ft. by (?) contains 90 bushels of grain. Find the missing dimension.

Geography.

Each of the following question has ten credits assigned to it:

1. Define (a) latitude; (b) longitude; (c) state the latitude and longitude of the north pole.
2. Why is the climate of Montana colder than that of the State of Washington?
3. Name the States which border on Tennessee.
4. In what State and on what river is each of the following cities located: (a) Rochester; (b) Richmond; (c) Memphis; (d) Kansas City; (e) Cincinnati?
5. Name one sea and two channels between Great Britain and Ireland.
6. (a) What city is the seaport of Paris? (b) Of what country is Hamburg one of the principal seaports?
7. Into what do the following rivers flow, respectively: Rhone? Ganges? Amazon?
8. What industries in Australia are of most importance? Name two.
9. Name two large rivers which rise in New York and flow directly into an arm of the Atlantic ocean.
10. Through what waters would you pass in going from Baltimore to Mobile?

Civil Government.

Each of the following questions has twelve and one-half credits assigned to it:

1. From what source did the United States government originally derive its authority.
2. In the trial of an impeachment of the President of the United States, where is the power of prosecution vested?
3. What authority determines how often a United States census shall be taken? How often must it be taken?
4. What is the full term for which the following officers are respectively elected: United States Senator? State Senator? Governor?
5. How does the United States Constitution establish domestic tranquility?
6. How is the Comptroller of this State chosen? Superintendent of Public Works?
7. How often is the entire Legislature in this State elected? When does such election next occur?
8. What is the age qualification for President of the United States?

Drawing.

NOTES.—Twenty credits of the one hundred allotted to this paper will depend on the general excellence of the drawing. Each of the following questions has ten credits assigned to it. The word *view* as used in this paper refers to facts of form and position.

1. Develop the surface (or draw the pattern) of a right-angled triangular prism, any size.
2. How many times should the unit be repeated when a pentagon is used as the enclosing form?
3. Distinguish between a curved line and a broken line.
4. Make a working drawing of a cylinder whose length is twice its thickness, placed horizontally from left to right, any scale. (Three views.)
5. Make an original design for a border, using two different modifications of the kite shaped unit alternately.
6. Name five forms in nature of which the ovoid is the type form.
7. When is a design symmetrical.
8. Represent a cone suspended vertically, in front and a little above the level of the eye.

P. M.

Composition.

Write a composition on one of the following subjects:

"Observance of Arbor Day."

"A Trip to the World's Fair."

"The Naval Review in New York Harbor."

"Suggested Changes in School Laws."

Credits will be given on the merits of the composition with particular reference to three points;

1. The matter *i. e.*, the thoughts expressed. (25)
2. The correctness and propriety of the language used. (25)
3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance. (25)

(For the remaining 25 credits, see regulations.)

Grammar.

Each of the following questions has ten credits assigned to it:

- 1 You've rankled the heart of an old man that has never harmed you or yours, with bitter
- 2 feelings toward his kind, at a time when his thoughts should be on a better world; and
- 3 you've driven him to wish that the beasts of the forests, who never feast on the blood of
- 4 their own families, were his kindred and race; and now, when he has come to see the last
- 5 brand of his hut, before it is melted into ashes, you follow him up, at midnight, like hungry
- 6 hounds on the track of a worn-out and dying deer.—*J. Fennimore Cooper.*

The first seven questions refer to the above selection:

NOTICES.—1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.
3. In naming a clause, include only its unmodified subject and unmodified predicate.
4. A preposition with its object is called a phrase.
5. In naming a phrase, give only the preposition and its unmodified object.
6. A modifier may be a word, phrase or clause.
7. An object of a transitive verb is classed as a modifier of that verb.
8. Only eight parts of speech are recognized — the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the forms of verbs.
9. Infinitives are classed as modes of the verb.
10. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.
11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.
12. Treat verbs as divided into two classes, viz., transitive and intransitive: A transitive verb may be used in the active or the passive voice.
13. In parsing a verb observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.
1. Classify according to notes 1 and 2 the following clauses: (a) *That has harmed* (line 1); (b) *When thoughts should be* (line 2); (c) *Beasts were kindred* (lines 3 and 4); (d) *Who feast* (lines 3 and 4); (e) *You follow* (line 6).
2. Select (a) two adjective phrases; (b) three adverbial phrases.
3. Give the mode of (a) *have rankled* (line 1); (b) *should be* (line 2); (c) *feast* (line 4).
4. Give the tense of (a) *has harmed* (line 1); (b) *should be* (line 2); (c) *were* (line 4); (d) *is melted* (line 5); (e) *follow* (line 6).
5. Select and classify five pronouns.
6. Give syntax of (a) *beasts* (line 3); (b) *race* (line 4).
7. Decline (a) *who* (line 3); (b) *it* (line 5).
8. Give the principal parts of the verbs *bid* and *run*, including the present participle.
9. Give the plural of (a) *mouthful*; (b) *merchantman*; (c) *talisman*; (d) *court-martial*; (e) analysis.
10. Write a sentence containing an infinitive (a) following the verb *see* in the active voice; (b) used as the subject of a finite verb.

Physiology and hygiene.

Each of the following questions has twelve and one-half credits assigned to it:

1. Describe the Eustachian tubes.
2. Define food.
3. Name two kinds of animal food, that are least digestible.
4. Describe the capillaries.
5. Name the organs of respiration.
6. Name two kinds of nervous tissue.
7. Which part of the eye absorbs the superfluous light that enters it?
8. What is reflex action?

American history.

Each of the following questions has twelve and one-half credits assigned to it:

1. Give facts in regard to the settlement of Rhode Island as to (a) by whom; (b) how title to lands was obtained; (c) the location of the first settlement; (d) religious beliefs of the settlers; (e) by whom its charter was granted.
2. (a) What was the final decisive battle of the French and Indian war? (b) Who were the opposing commanders, British and French respectively?
3. What was the Stamp Act? By what legislative body was it enacted?
4. Who were the tories of the revolution?
5. What result did the British calculate to secure Burgoyne's invasion?
6. Give two causes of the War of 1812.
7. Name the inter-colonial wars in order of occurrence.
8. Name three prominent statesmen and three prominent generals, of the Confederacy.

Current Topics.

Of the following questions, the candidates will answer only eight, to each of which twelve and one-half credits are assigned:

1. What island has been visited recently by severe earthquakes?
2. Who has been appointed ambassador to England from this country?
3. What day was made a legal holiday for this year only? Why?
4. What international question affecting the United States is under the consideration of an international arbitration commission at Paris?
5. What event changing the government of Servia recently took place in that country?
6. What state department in this state was created by the state legislature which recently adjourned?
7. At what place was the United States' flag recently taken down? Why?
8. In what European country have serious riots lately occurred? What led to them?
9. What lineal descendant of Columbus is in this country? What is the occasion of his visit?
10. What noted African explorer is reported to have died recently in that country?

Methods and School Economy.

Each of the following questions has twelve and one-half credits assigned to it:

1. Name three conditions essential to good attention.
2. What should be the aim of an object lesson?
3. Illustrate the difference between fault-finding with a pupil's lesson and criticising it.
4. State three advantages of using the word method, in teaching primary reading.
5. How should a principle of science be taught?
6. Mention a practical use for drawing, as developed in construction.
7. Illustrate two methods of finding the G. C. D. of two or more numbers.
8. How may disorder generally be avoided?

THURSDAY, JUNE 8, 1893.—SECOND AND THIRD GRADES.

A. M.

Arithmetic.

Each of the following questions has ten credits assigned to it:

1. Define (a) involution; (b) common factor; (c) proportion. Illustrate each definition by an example.
2. $9\frac{1}{2} \times 7\frac{3}{7} \div 4\frac{3}{4} \times \frac{1}{14} + \frac{3}{5} = ?$
3. The sum of two numbers is 5 da. 8 hr. 24 min., and their difference is 22 hr. Find the greater number.

4. Express in per cents the values of the following numbers: (a) .00375; (b) 25; (c) $\frac{9}{13}$; (d) $\frac{18}{5}$.
5. A watch case is $\frac{3}{4}\frac{2}{8}$ gold and $\frac{1}{4}\frac{6}{8}$ alloy. How many carats fine is ?
6. Make and solve a problem in bank discount, in which the proceeds, rate and time are given, to find the face of the note.
7. In the proportion 8 ft. : 46 ft. :: () : \$115, find the missing term.
8. 14 bu. 3 pk. 6 qt. is what per cent of 239 bu.?
9. The true present worth of a debt due in 3 mo. 21 da. and discounted at the rate of 6% per annum, is \$175.80. Find the amount of the debt.
10. Required the cost of two sticks of timber each 18 ft. by 1 ft. 2 in. by 1 ft. at \$22.50 per M. board measure.

Geography.

Each of the following questions has ten credits assigned to it:

1. In which zone are degrees of longitude longest? Why?
2. Name two causes for the growth of Pittsburg, Pa.
3. What effect has the Sierra Nevada mountains upon the climate of the country east of them?
4. Why is the temperature in our latitude higher in July than in December?
5. In what region of South America is the climate hottest? Why?
6. What States border on Mississippi?
7. Name the chain of eight lakes in the central part of this State, in order, from west to east.
8. Name and locate two Indian reservations in this State.
9. Name the countries in Europe that border on Russia.
10. Into what do the following rivers flow: Danube? Loire? Bramaputra? Indus? Niger?

Civil Government.

Each of the following questions has twelve and one-half credits assigned to it:

1. Distinguish between direct and indirect taxes, giving an example of each.
2. When a vacancy occurs in the Court of Appeals, for how long a time, and by whom may the vacancy be filled?
3. In a city government, what constitutes (a) the executive department? (b) the legislative?
4. Name one of the principal duties of a county clerk.
5. State the constitutional qualifications for membership in the United States House of Representatives as to (a) age; (b) citizenship; (c) residence.
6. What is intended to prevent the appointment, by the President, of unprincipled or unqualified men to positions of high honor and trust?
7. What member of the cabinet is in charge of (a) matters pertaining to the awarding of contracts to carry the mails? (b) the collection of duties and customs? (c) matters relating to census?
8. By what title is the presiding officer of the State senate known?

Drawing.

NOTES.—Twenty credits of the one hundred allotted to this paper will depend on the general excellence of the drawing. Each of the following questions has ten credits assigned to it:

The word *view*, as used in this paper, refers to facts of form and position.

1. Name and illustrate the three kinds of triangles as to angles.
2. How many and what kind of edges has a cylinder?
3. In what direction should vertical and oblique lines be drawn?
4. Make an original design for a rosette, using a pentagon as the inclosing figure.
5. Make a working drawing of the hemisphere on its plane face, any scale. (Three views.)
6. Name five fruits of which the ellipsoid is the type.
7. What is understood by modification of a unit.
8. Represent a right-angle triangular prism, vertical, with the broad face towards you below the level of the eye.

P. M.

Composition.

Write a composition on one of the following subjects:

- “Our Family Horse.”
- “What Might be Saved in a Year.”
- “The Geary Law.”
- “Vacation Amusements.”

Credits will be given on the merits of the composition with particular reference to three points:

1. The matter, *i. e.*, the thoughts expressed. (25)
 2. The correctness and propriety of the language used. (25)
 3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance. (25)
- (For remaining 25 credits, see Regulations.)

Grammar.

Each of the following questions has ten credits assigned to it:

- 1 The typical Japanese landscape along the southern shores between Kioto and Tokio is
- 2 distinctly special to the country; more so than the hill regions which remind you of many
- 3 other wooded and mountainous districts, until you note the vegetation closely. Wide flats of
- 4 land, either leveled by alluvial action or carefully laid out in terrace, along the whole course
- 5 of a valley, are seen marked off in regular squares and oblongs for rice and other moisture-
- 6 loving crops.—*Sir Edwin Arnold.*

The first seven questions refer to the above selection.

NOTES.—1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subjective clause; (b) objective clause; (c) adjective clauses; (d) adverbial clauses.

3. In naming a clause, include only its unmodified subject and unmodified predicate.

4. A preposition with its object is called a phrase.

5. In naming a phrase give only the preposition and its unmodified object.

6. A modifier may be a word, phrase or clause.

7. An object of a transitive verb is classed as a modifier of that verb.

8. Only eight parts of speech are recognized — the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the forms of verbs.

9. Infinitives are classed as modes of the verb.

10. In parsing a noun or pronoun observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun give only the case and the reason for it.

12. Treat verbs as divided into two classes only, *viz.*, transitive and intransitive. A transitive verb may be used in the active or the passive voice.

13. In parsing a verb observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

1. Classify according to notes 1 and 2 the following clauses: (a) *Landscape is special* (lines 1 and 2); (b) *which remind* (line 2); (c) *you note* (line 3); (d) *Flats are seen* (lines 4 and 5).

2. Give five modifiers of *landscape* (line 1).

3. Give four modifiers of *laid* (line 4).

4. Parse (a) *until* (line 3); (b) *off* (line 5).

5. State to what part of speech each of the following belongs: (a) *more* (line 2); (b) *so* (line 2); (c) *hill* (line 2); (d) *along* (line 5); (e) *other* (line 6).

6. Select (a) three participles; (b) a verb in the passive voice.

7. Give the syntax of (a) *regions* (line 2); (b) *districts* (line 3).

8. Illustrate the use of *that* (a) as a relative pronoun, (b) as an adjective; (c) as a conjunction.

9. Write a sentence containing a verb (a) in the imperative mode; (b) in the indicative mode.

10. Illustrate the use of a clause as subject of a verb.

Physiology and Hygiene.

Each of the following questions has twelve and one-half credits assigned to it:

1. How are bones classified in respect to form?
2. Describe and locate papillæ.
3. Locate the pharynx.
4. What is chyle?
5. Mention four minerals essential to the nourishment of the body.
6. Describe the lesser circulation.
7. What is (a) hemorrhage? (b) coagulation?
8. What care should be taken of the ear?

American History.

Each of the following questions has twelve and one-half credits assigned to it:

1. Upon what did England rest her first claim to territory in America?
2. In what way did the French and Indian war prepare the colonists for the revolutionary war?
3. Name two important American naval victories of the war of 1812, on inland waters.
4. Arrange, in order of time, the following battles of the revolution, and tell who was the American commander in each: Saratoga; Camden; Bunker Hill; Princeton.
5. Tell how the opening of the Erie canal, at Buffalo, October 26, 1825, was announced to the people of New York city and intermediate places.
6. Name the generals of the civil war who have since been presidents of the United States.
7. What was the principal center of early settlement in the colonies for (a) the Huguenots? (b) the Catholics? (c) the Presbyterians? (d) the Episcopalians?
8. Mention three engagements of the civil war in which Farragut was conspicuous.

Current Topics.

Of the following questions, the candidates will answer only six, to each of which sixteen and two-thirds credits are assigned.

1. What moral question concerning the management of the World's Fair is receiving great attention?
2. What representative from Spain is the guest of this country?
3. What examinations were held June third, at the county seat in each county of this State?
4. What is the "Geary Law?"
5. What decision has the United States Supreme Court rendered in relation to this law?
6. What names are mentioned in connection with the "Poet Laureateship" of England?
7. Name three State officers to be elected in this State at the next general election?
8. Name two county officers to be elected in your county at the next general election?

Methods and School Economy.

Each of the following questions has twelve and one-half credits assigned to it:

1. Why is attention on the part of the pupil essential to successful instruction?
2. In a well-prepared object lesson, what are the essentials?
3. Distinguish between the analytical method of teaching and the synthetic method.
4. What should be the principal object of the teacher during the first day of school?
5. What educational principle underlies the existing relation between form study and drawing?
6. How can three-fourths be divided by two-thirds without inverting the divisor?
7. Show how to explain why the tropic and polar circles are located where they are.
8. Mention two advantages of oral recitations.

TUESDAY, AUGUST 15, 1893 — SECOND AND THIRD GRADES.

Arithmetic.

A. M.

Each of the following questions has ten credits assigned to it:

1. Reduce the fraction $\frac{3\frac{7}{8}\frac{7}{8}\frac{4}{2}}{6}$ to its lowest terms.
2. Define exact divisor. Find two exact divisors of $\frac{3}{6}\frac{9}{2}$.
3. If I sow 11 bu. 2 pk. 4 qut. of wheat, and raise therefrom 215 bu. 2 qt., how much is the average yield per bushel of seed?
4. A certain number is composed of five prime factors, two of which are equal and whose product is 9,409 and the product of the other three is 105. Find all the prime factors.
5. C and D together own 921 acres of land, of which C owns 420 acres. (a) C's land equals what fractional part of D's? (b) D's land is what per cent of the whole?
6. What fractional part of a mile is 3 rd. 4 yd. 2 ft. 6 in.?
7. A merchant closed out a stock of cloaks for \$311.04, at a loss of 28%. Require the loss by the transaction.
8. A commission merchant sold 1,014 bushels of oats at 41 cents per bushel, paid \$33.74 freight charges, and retained $3\frac{1}{2}\%$ commission. How much should he remit to the consignor?
9. If a dealer buys stoves at a discount of 22% from list-price, and sells them at list-price, what is his per cent of gross profit on the investment?
10. If the interest is \$12.57, the time 8 mo. 2 da., and the rate per annum $5\frac{1}{2}\%$, what is the principal?

Geography.

Each of the following questions has ten credits assigned to it:

1. Is the North Pole in sunlight or is it in darkness, December 22? Give reason for your answer.
2. (a) In what direction is London from the North Pole? (b) What is the situation of all places whose true time agrees with that of New York city?
3. What is a sea as distinguished from an ocean?
4. (a) If a person should sail due west from the Sandwich Islands, at what Asiatic country would he arrive? (b) If he should sail due east from the same Islands, at what country in North America would he arrive?
5. (a) Where is Iceland? (b) In which Zone does it mostly lie? (c) In which Hemisphere?
6. (a) What mountain system in the eastern part of the United States? (b) Name five of the ranges which belong to this system.
7. (a) Name the southern cape of Nova Scotia. (b) What water partially separates Nova Scotia from New Brunswick?
8. In traveling from New York city to Omaha by direct line, through what States would you pass?
9. (a) Name the four important rivers which rise in the Alps. (b) State into what each flows.
10. By what natural water-way would you sail from Oswego to St. Louis? Name all the waters on which you would sail in going by natural water-way from St. Louis to Oswego.

Civil Government

Each of the following questions has twelve and one-half credits assigned to it:

1. State two objects of town meeting.
2. How may a collector of taxes enforce their payment?
3. (a) When are county officers chosen? (b) Name the county officer elected for the longest term. (c) Name the county officer elected for the shortest term. (d) Give length of term of each of these.
4. What officers compose the State Board of Canvassers?
5. What authority districts the State into (a) senate districts? (b) assembly districts in counties having more than one assemblyman?
6. What authority is there for saying that the people are the source of power in the national government?
7. Does the United States Constitution establish justice between individuals, or between States, or between both individuals and States? Explain your answer.
8. Distinguish between administrative officers and appointive officers in the State government.

Drawing.

NOTE.—Twenty credits of the hundred allotted to this paper will depend on the general excellence of the drawing. Each of the following questions has ten credits assigned to it. Use compasses for drawing circles. Take measurements from ruler.

THE MEASURE OF ALL WORK SHALL BE AT LEAST ONE INCH.

1. Define drawing?
2. (a) What should be the character of lines used to represent *sharp* edges? (b) What should be the character of lines used to represent *dull* edges?
3. (a) Does the circle represent the solid body known as a sphere? (In type form.) (b) Why? (c) Illustrate?
4. Upon what three type solids may all study of form be based?
5. Draw two equilateral triangles within a circle (radius 1"), that you may have six equal spaces on the circumference.
6. (a) Draw to represent a border design of six squares one inch diameter, placed on their diagonals and overlapping half. (b) Half tint the back ground.
7. (a) Draw to represent an ink bottle, using circular plinth as base, diameter $1\frac{1}{2}$ ", altitude $\frac{5}{8}$ ", upper edge of plinth level with the eye. (b) Place vertical shade lines to indicate curved surface.
8. (a) Draw to represent a square prism in a horizontal position, from left to right, front and top in view. (b) Repeat and modify to represent a plain table.

P. M.

Composition.

Write a composition on the following subjects:

Adventures of the Viking Crew.

The Silver Question.

County Fairs.

Picnics.

Credits will be given on the merits of the composition with particular reference to three points:

1. The matter *i. e.*, the thoughts expressed. (25)
2. The correctness and propriety of the language used. (25)
3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance. (25)

(For remaining 25 credits, see regulations.)

Grammar.

Each of the following questions has ten credits assigned to it.

- 1 Montezuma saw his advantage; and, while he stood thus confronted with his awe-struck
- 2 people, he seemed to recover all his former authority and confidence, as he felt himself to be
- 3 still a king With a calm voice easily heard over the silent assembly, he is said, by the
- 4 Castillian writers, to have thus addressed them.— *W. H. Prescott.*

The first seven questions refer to the above selection,

NOTES.— 1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.

3. In naming a clause, include only its unmodified subject and unmodified predicate,

4. A preposition with its object is called a phrase.

5. In naming a phrase, give only the preposition and its unmodified object.

6. A modifier may be a word, phrase or clause. In giving modifiers, if words, name the part of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.

7. An object of a transitive verb is classed as a modifier of that verb.

8. Only eight parts of speech are recognized — the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the forms of verse.

9. Infinitives are classed as modes of the verb.

10. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

12. Treat verbs as divided into two classes only, viz., transitive and intransitive; a transitive verb may be used in the active or the passive voice.

13. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

1. Select five clauses, and classify them as principal and subordinate.

2. Give three modifiers of *voice* (line 3) and state to what part of speech each belongs.

3. Select two infinitives.

4. Give syntax of the two participles in the selection.

5. Give syntax of (a) *confidence* (line 2); *king* (line 3).

6. Select seven words each representing a different part of speech. Name the part of speech to which each belongs.

7. Express the thought of the last sentence changing the voice of the leading verb.

8. Name five adjectives frequently used as pronouns (adjective pronouns).

9. In a sentence illustrate the use of (a) a verbal noun; (b) an abstract noun.

10. Write a sentence containing a clause used (a) as object of a verb; (b) as object of a preposition.

Physiology and Hygiene.

Each of the following questions has twelve and one-half credits assigned to it.

1. Describe the process by which nature repairs a broken bone.

2. Which way does the blood flow, toward the hand or shoulder, in (a) the arteries of the arm; (b) the veins of the arm?

3. What are condiments? Name three in common use.

4. How is the brain protected from jars produced by running or walking?

5. Through what organ do the lungs communicate directly with the external air?

6. Give the technical name specially applied to the nerve (a) of sight; (b) of hearing; (c) of smell; (d) of taste.

7. How does alcohol affect the blood?

8. State three cautions to be observed in the care of the eye?

American History.

Each of the following questions has twelve and one-half credits assigned to it:

1. Name three explorers who made discoveries under the auspices of the English government.
2. State briefly the main features of the battle of Chattanooga.
3. For what is each of the following places noted: (a) Fort Frontenac; (b) St. Augustine; (c) Fort Sumpter?
4. Give a brief history of the Mormons.
5. Tell what led to the settlement of Maryland, and give the name of the founder of the colony.
6. Mention two important events of the administration of President Hayes.
7. What led to "King William's War?"
8. State facts in regard to each of the following: (a) Philip Livingston; (b) Robert E. Lee; (c) William H. Seward; (d) George Bancroft; (e) Horace Greeley.

Current Topics.

Of the following questions, the candidates will answer only eight, to each of which twelve and one-half credits are assigned:

1. (a) When did Congress convene in extra session? (b) Who was chosen speaker?
2. Why was this extra session called?
3. Describe briefly the loss of the "Victoria."
4. Describe briefly the disaster which occurred in Washington June 9, in which several employés of the government lost their lives.
5. What noted actor died in June?
6. What United States Senator who was the founder of a great institution of learning died June 21?
7. What explorer recently started on an exploration in the Arctic regions?
8. (a) What recent official act of Governor Tillman, of South Carolina, has received much discussion? (b) Of Governor Altgeld, of Illinois?
9. What important measure recently passed the German Reichstag?
10. What question of dispute came near involving France and Siam in a war?

Methods and School Economy.

Each of the following questions has twelve and one-half credits assigned to it.

1. Give two reasons for the study of methods and school economy.
2. In a recitation what results may be secured by asking questions?
3. How should a method used in elementary work be modified for use in advanced work?
4. How may the habit of attention in a pupil be cultivated?
5. In teaching reading which should be used first, print or script? Why?
6. Give two reasons for the establishing of teachers' training classes.
7. What limit should the teacher put upon the number of studies which a pupil should take?
8. What should be the principal object of a reading lesson (a) primary; (b) advanced?

TUESDAY AND WEDNESDAY, AUGUST 15 AND 16, 1893 — FIRST GRADE.

TUESDAY, A. M.

Arithmetic.

Each of the following questions has ten credits assigned to it:

1. Express each of the following by signs: (a) the ratio of seventeen to three and two-thirds; (b) ninety-seven two-million-seventeenths is less than three hundred thousandths; (c) two thousand forty equals eighty-four plus thirty-six, multiplied by seventeen.
2. Give the test of exact divisibility of a number (a) by 4; (b) by 9; (c) by 25.
3. If the average yield per bushel of seed is 14 bu. 1 pk., how much is the yield from 7 bu. 3 pk. 2 qt.?

4. A has 60% more money than B. What per cent is B's money less than A's?

5. Using the signs in their true mathematical sense, find the value of each of the following:

$$(a) 4 \times 3 + 8 \times 13 - 9 + 6 \times 4 = ?$$

$$(b) 4 \times 3 + 8 \times 13 - 9 + 6 \times 4 = ?$$

$$(c) 4 \times 3 + 8 \times 13 - 9 + 6 \times 4 = ?$$

6. Having received 40% of the purchase price of a farm in cash, I invested 65% of this amount in a house and lot worth \$1,690. For how much did I sell my farm?

7. Find the loss on twenty-six shares of stock bought at 101 and sold at 87, brokerage $\frac{1}{4}\%$ both for buying and selling.

8. The exact interest on a certain principal from May 23, 1893, to August 21, 1893, at 6% per annum was \$2.59 1-5. Find the principal.

9. A note for \$150, given for 90 days, February 13, 1893, was discounted at a Newburg bank March 22, 1893. Find (a) the maturity of the note; (b) the term of discount; (c) the proceeds (360 day method).

10. Required the cost of 18 $2\frac{1}{2}$ -in. planks 16 feet long and 10 inches wide, and 33 pieces of 2' by 4" scantling 16 feet long, at \$22 per M, board measure.

Geography.

Each of the following questions has ten credits assigned to it:

1. Draw an outline map of a hemisphere and on it represent the equator, tropics, and polar circles, marking on each its latitude.
2. How many degrees is the earth's axis inclined to the plane of its orbit? The effect produced by this inclination determines the name of what four imaginary circles?
3. What conditions render the eastern half of the United States one of the most productive portions of the world?
4. What mountain system of South America corresponds to the Appalachian system of North America?
5. (a) Name and locate the largest city west of the Mississippi; (b) west of the Rocky Mountains. (c) What city at the eastern terminus of the Union Pacific Railroad?
6. (a) What three contiguous States contain an extensive lead district? (b) What State contains the richest quicksilver mines yet discovered?
7. (a) How do the waters of Lake George reach the ocean? (b) Of Chautauqua lake?
8. What two rivers on the border between Wisconsin and Minnesota?
9. What great ocean current flows past the western coast of Northern Europe? Why so called?
10. In going from Geneva, Switzerland, to Antwerp, by an all-water route, through what waters would you pass?

Drawing.

NOTE.—Twenty credits of the 100 allotted to this paper will depend on the general excellence of the drawing. Each of the following questions has ten credits assigned to it. Use compasses for drawing circles. Take measurements from ruler.

THE MEASURE OF ALL WORK SHALL BE AT LEAST ONE INCH.

1. (a) Name the colors to be found in the solar spectrum? (b) Any color modified by white produces what? (c) Any color modified by black produces what? (d) Name two neutrals? (e) What is a color scale? (f) What is the key in a color scale.
2. What value has the eye level in drawing?
3. (a) Draw to represent a horizontal ellipse, transverse (major) axis, two and one-half inches, designate the center. (b) Repeat and modify to represent a wheel having eight spokes, tire one-quarter inch wide.
4. (a) Draw to represent a cube one inch in diameter, left and right sides in view, base on a level with the eye. (b) Place upon the cube a square pyramid, altitude two inches, diameter one inch. (c) Repeat and modify to represent a church steeple. (d) From what point on the cube should the altitude of the pyramid be measured?

5. Draw a pattern of a square pyramid, diameter of base one inch, slant side two inches.
6. Make a working drawing of a hemisphere $1\frac{1}{2}$ " diameter, placing dimension lines.
- 7.



(No. 1.)

Copy and conventionalize the above. (No. 1.)

8. (a) Represent the natural appearance of a lotus. (b) Either draw the conventionalized lotus or make a drawing to represent the "egg and dart molding."

P. M.

Composition.

Write a composition on one of the following subjects:

The educational value of the World's fair.

A scene in a harvest field.

A summer day.

Recent changes in educational methods.

Credits will be given on the merits of the composition with particular reference to three points:

1. The matter, *i. e.*, the thoughts expressed. (25)
2. The correctness and propriety of the language used. (25)
3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance. (25)

(For remaining 25 credits, see Regulations.)

Grammar.

Each of the following questions has ten credits assigned to it:

- 1 Blazon Columbia's emblem,
- 2 The bounteous, golden corn!
- 3 Eons ago, of the great sun's glow
- 4 And the joy of the earth, 't was born.
- 5 From Superior's shore to Chile,
- 6 From the ocean of dawn to the west,
- 7 With its banners of green and tasseled sheen
- 8 It sprang at the sun's behest;

9 And by the dew and shower, from its natal hour,
 10 With honey and wine 't was fed,
 11 Till the gods were fair to share with men
 12 The perfect feast outspread:
 13 For the rarest boon to the land they loved
 14 Was the corn so rich and fair,
 15 Nor star nor breeze o'er the farthest seas
 16 Could find its like elsewhere.

—Edna Dean Proctor.

The first six questions refer to the above selection.

NOTES.—1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.

3. In naming a clause, include only its unmodified subject and unmodified predicate.

4. A preposition with its object is called a phrase.

5. In naming a phrase, give only the preposition and its unmodified object.

6. A modifier may be a word, phrase or clause. In giving modifiers, if words, name the part of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.

7. An object of a transitive verb is classed as a modifier of that verb.

8. Only eight parts of speech are recognized—the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the forms of verbs.

9. Infinitives are classed as modes of the verb.

10. In parsing a noun or pronoun, observe the following order: Class, person, number, gender case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

12. Treat verbs as divided into two classes only, viz., transitive and intransitive: A transitive verb may be used in the active or the passive voice.

13. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

1. Select and classify according to notes 1 and 2 all the clauses.

1. Classify five modifiers of *sprang* (line 8.)

3. Classify four modifiers of *was fed* (line 10).

4. What part of the verb is each of the following: (a) *to share* (line 11); (b) *outspread* (line 12). Each performs the office of what part of speech?

5. Give syntax of (a) *emblem* (line 1); (b) *teons* (line 3); (c) *corn* (line 2); (d) *corn* (line 14).

6. Select a verb (a) in the indicative mode; (b) in the potential mode; (c) in the imperative mode.

7. Illustrate the use of an infinitive modifying (a) an adjective; (b) a verb; (c) an adverb.

8. (a) Write a sentence containing a transitive verb used in the active voice. (b) Express the same thought using the verb in the passive voice. (c) State what changes were thus made in the verb.

9. Write a sentence containing a noun used independently (absolute) (a) with a participle; (b) by direct address.

10. Illustrate the use of *when* used to introduce (a) an adjective clause; (b) an adverbial clause; (c) an objective clause; (d) subject clause.

Physiology and Hygiene.

Each of the following questions has ten credits assigned to it:

1. What one of the essential organic food principles is found most abundant in (a) lean beef; (b) Indian corn; (c) cream? Name two necessary inorganic foods.

2. Describe the structure of a tooth, naming and locating each of the four substances of which it is composed.

3. (a) Describe the composition of blood. (b) Name the vessels employed in carrying the blood through the system.

4. Describe the lungs as to (a) location; (b) structure; (c) office.
5. Give number, name and office of the salivary glands.
6. Muscles are said to be voluntary and involuntary, flexors and extensors. Define each and give an example.
7. Name five fluids with which the food is mixed during the progress of mastication and digestion.
8. Give name, location and office of each of the two general divisions of the brain.
9. Name the divisions of the spinal column and number of bones in each division.
10. What is the normal temperature of the body? By what means is it regulated?

Current Topics.

Each of the following questions has ten credits assigned to it:

1. (a) When did Congress convene in extra session? Who was chosen speaker?
2. Why was this extra session of Congress called?
3. Describe briefly the loss of the "Victoria."
4. Describe briefly the disaster which occurred in Washington June ninth, in which several employes of the government lost their lives.
5. What noted actor died in June?
6. What United States Senator, who was the founder of a great institution of learning, died June twenty-first?
7. What explorer recently started on an exploration in the Arctic regions?
8. (a) What recent official act of Governor Tillman, of South Carolina, has received much discussion? (b) Of Governor Altgeld, of Illinois?
9. What important measure recently passed the German Reichstag?
10. What question of dispute came near recently involving France and Siam in war?

WEDNESDAY, A. M.

American history.

Each of the following questions has ten credits assigned to it.

1. Give the distinguishing characteristics of the American Indians at the time of the colonization of America.
2. What nations at different times owned the colony of New York? Give brief sketch of the successive changes in ownership.
3. Give a description of the battle of Bunker Hill? Where was it fought?
4. By what two means has the United States acquired territory? Give an instance of each.
5. What was the Webster-Ashburton treaty?
6. For what purpose was the electoral commission of 1877 organized? Of how many members was it composed, and from what bodies were they chosen?
7. Name three important battles fought in New Jersey during the Revolution.
8. What distinguished American divides with Thomas Jefferson the honor of framing the Declaration of Independence.
9. Name (a) three American poets; (b) three American historians.
10. Name five characteristics of the American people at the beginning of the Revolution, that largely contributed to the successful issue of their struggle for independence.

Algebra.

Each of the following questions has ten credits assigned it:

1. Define (a) coefficient; (b) similar terms; (c) radical quantity.

Find the numerical value of of the following expression, in which

$$a=2; b=4; c=6; d=8.$$

$$\frac{1}{d} \left\{ [\overline{a+b} \times c - 3d] a - 2(ab + c - d) \right\}.$$

3. Factor (a) $2x^2 + 9xy + 10y^2$;
(b) $4a^2 + ab - 5b^2$;
(c) $6a^2 + 18ab + 12b^2$.

4. Eliminate by substitution, and find the values of x and y in the following equations:

$$\frac{x}{4} + \frac{3y}{2} = 20;$$

$$\frac{3x}{2} + \frac{y}{4} = 15.$$

5. What fraction is that, to the numerator of which if 1 be added, the fraction will be $\frac{4}{5}$; but if to the denominator 7 be added, the fraction will be $\frac{1}{2}$.

6. Find the square root of

$$a^2 + 4ab + \frac{a}{2} + 4b^2 + b + \frac{1}{16}.$$

7. Eight times the square of one fourth of a number, plus four times one-eighth of the number is 36. Find the number.
8. The product of two consecutive numbers is 650. What is the greater number?
9. Make an example in simultaneous equations containing two unknown quantities.
10. If a certain number be subtracted from 39, and the remainder be multiplied by the number, the product will be 360. What is the number?

Bookkeeping.

Each of the following questions has ten credits assigned to it:

1. Define (a) resources; (b) inventory; (c) balance.
2. (a) How many parties are necessary to a promissory note? Give the technical term applied to each. (b) How many are necessary to a draft? Give technical terms applied to each.

Memoranda.—C. N. Heminp, real estate agent of Geneva, N. Y., rented for F. K. Goodyear a house on Main street at \$450 per annum, and another on Genesee street at \$375 per annum, rent in each case payable quarterly. April 20, 1893, Mr. Heminp paid for repairs on Main street house, \$19.23; May 31, 1893, he paid sewer tax on Genesee street house, \$62.41; June 29, 1893, he paid school tax on Main street house \$16.37 and on Genesee street house \$13.64. July 1, 1893, he made a quarterly statement to Mr. Goodyear and enclosed his check on the Geneva National Bank for the balance, after deducting his commission of 5%. July 3, 1893, Mr. Goodyear returned him a receipt in full.

3. Write in form the quarterly statement.
4. Write (a) the check mentioned in the foregoing memoranda; (b) the receipt.

Memoranda.—Everett C. May & Co., of Poughkeepsie, N. Y., dealers in gents' furnishing goods, sold Charles Maynard, June 1, 1893, a straw hat at \$1.75; 2 dozen lawn ties at 40 cents a dozen; 6 pairs of hose at 55 cents a pair; 9 collars at \$3 a dozen; 8 pairs of cuffs at \$4.80 a dozen; 2 duck vests at \$3.50 each, and 3 suits of silk underwear at \$6.75 a suit. The goods were charged on 60 days' time, but not being able to pay the account when due, Mr. Maynard gave a 60-days' bankable note with Henry Steele as endorser, payable at the First National Bank of Poughkeepsie, to settle the account.

5. Using proper abbreviations and form make the bill or invoice, from May & Co., setting forth the facts of the sale.
- 6, 7. Enter the account in the day book of May & Co., and post to the ledger.
8. Write the note described in the memoranda.
9. Rule form of cash book, make three entries on each side, and balance the account.
10. (a) How is the net present worth of a business found? (b) The net gain or loss?

P. M.

Civil Government.

Each of the following questions has ten credits assigned to it:

1. In what two features of the National Constitution are to be found its greatest strength?
2. According to the Constitution what is the duty of the United States towards every State in respect to (a) form of government? (b) Invasion? (c) Insurrection?
3. State concisely (a) the two methods of proposing amendments to the United States Constitution; (b) the two methods of ratifying such amendments.
4. (a) State one advantage of a longer term office for the President and Vice-President than that prescribed by the Constitution. (b) State one disadvantage of such longer term.
5. (a) What is the salary of a member of Congress? (b) What authority determines the amount of such compensation? (c) What prevents lavish or improper pay?
6. According to the State Constitution, when do the political and the legislative year begin?
7. What provision does the State Constitution make in reference to (a) the manner in which money shall be paid out of the State treasury? (b) As to the limit of time within which payment must be made?
8. Of the State administrative officers (a) which one may be suspended by the Governor? (b) When? (c) For how long?
9. The State Constitution designates what county officer to be the clerk of the Supreme Court of the county?
10. State the qualifications for eligibility to the office of Governor and Lieutenant-Governor of this State.

School Law.

Each of the following questions has ten credits assigned to it :

1. In a district having more than one trustee, what procedure is necessary to legally hire a teacher?
2. Who are eligible to the office of school commissioner? Who are entitled to vote for school commissioner?
3. Give the qualifications of voters at a district meeting as to (a) sex ; (b) property.
4. What is the date of the annual school meeting as fixed by the last legislature?
5. Name three provisions of the " Health and Decency Act."
6. What authority determines the number of hours a teacher must teach daily? What is the redress for abuse of such authority?
7. When is a teacher qualified to contract with a trustee to teach a school?
8. How must a district collector proceed in order to obtain from the supervisor of the town the public money apportioned to the district?
9. Give the method of procedure in computing the aggregate attendance for institute week in cases where the institute is held during a term of school.
10. Give three items to be entered in the school register by the teacher, and which are a part of the trustee's annual report to the school commissioner.

Physics.

Each of the following questions has ten credits assigned to it:

1. Iron (a) may be drawn into wire; (b) may be rolled into thin sheets; (c) will sustain great weight. What specific property of matter is illustrated in each case?
2. In what does the phenomenon called "heaving" by frost consist?
3. What is a complementary color?
4. Describe a simple galvanic battery.
5. Explain how the freezing of water in a cellar has prevented the freezing of vegetables in the same cellar.
6. (a) On a sharp curve on a railroad track which rail is the lower? (b) Why?
7. (a) In the manufacture of alcohol how is it separated from water? (b) What property of alcohol renders this process possible?
8. Define and illustrate indestructibility.
9. A rapidly moving railroad train is suddenly stopped by the application of the brakes. Into what has the mechanical motion of the train been converted?
10. (a) What valves are necessary for an air pump? (b) Why does the air leave the receiver of an air pump?

Methods and School Economy.

Each of the following questions has ten credits assigned to it:

1. Name three essentials to success in teaching.
2. Why should a teacher sometimes ask a class questions which he knows the class can not then answer?
3. How can the teacher secure the co-operation of parents in the work of education?
4. Explain the meaning of the maxim in arithmetic, "Processes should precede rules."
5. In studying a spelling lesson, to what three important things should the pupil give attention?
6. At what two things do we aim in teaching drawing to primary classes?
7. State the advantages to the school of a pleasant and convenient schoolhouse.
8. Illustrate how to teach the extraction of square root by the inductive method.
9. Give three advantages that may be secured by topical recitations.
10. Mention four conditions of a schoolroom conducive to the health of pupils.

FRIDAY AND SATURDAY, SEPTEMBER 1 AND 2, 1893.—FIRST GRADE.

FRIDAY A. M.

Civil Government.

Each of the following questions has twelve and one-half credits assigned to it:

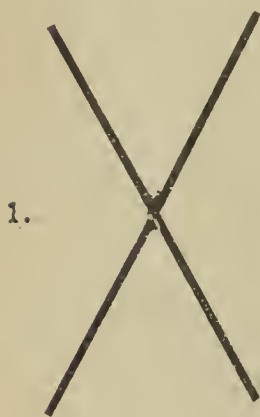
1. Name three officers of the House of Representatives, other than the Speaker.
2. It is said that many provisions of the United States Constitution are the result of a compromise. Mention, in substance, two of such provisions.

3. "The Senate of the United States shall be composed of two Senators from each State."
Why two from each State when the States are so unequal in size?
4. If the Legislature of any State is to elect a Senator in Congress, when shall such election be held? How shall the vote be taken?
5. Why is it desirable that the presiding officer of the State Senate should not be one of the members of that body?
6. What is (a) filibuster in a legislative body? (b) gerrymander?
7. When do we next elect (a) an entire legislature? (b) Governor?
8. By what authority is the location or change of location of the county seat determined?

Drawing.

NOTE.—Twenty credits of the one hundred allotted to this paper will depend on the general excellence of the drawing. Each of the following questions has ten credits assigned to it. Use compasses for drawing circles. Take measurements from ruler.

The measure of all work shall be at least one inch.



Copy figure and write in each angle (to name it) R for right angle, A for acute angle, and O for obtuse angle.

2. (a) Illustrate a line tangent to a circle. (b) Illustrate a line secant to a circle. (c) To what are leaf stems tangent?
3. (a) Draw to represent a cone in a horizontal position from left to right, slightly to the right of the eye. (b) Repeat and modify to represent a funnel?
4. (a) Draw to represent a sphere. (b) Repeat and modify to represent a bunch containing three cherries, stems to be joined.
5. Make a working drawing of crayon box without cover, measure optional, but proportions to be kept.
6. Draw two concentric circles—one diameter to measure $1\frac{1}{2}$ in.
7. Define the word "field" in design?
8. (a) What is a spiral curve? (b) Illustrate by drawing a border design.

P. M.

American History.

Each of the following questions has twelve and one-half credits assigned to it:

1. Name three famous foreigners who assisted the Americans in the Revolution and state the nationality of each.
2. State the cause for the expedition sent against the Seminoles in 1817.
3. Name (a) one great orator; (b) one philosopher; (c) one distinguished theologian of colonial times.
4. (a) Tell how many voyages Columbus made to America and (b) give a brief description of his last voyage.
5. Who were the Mound Builders? What arts did they seem to understand?
6. Describe the dress and the church customs of the people of early New England.
7. Mention two important events of Grant's administration.
8. (a) In what year did the Civil War begin? (b) How long did it last? (c) What States passed ordinances of secession?

Current Topics.

Each of the following questions has ten credits assigned to it:

1. What direct recommendation did the President make in his message to the extra session of Congress which convened August seventh?
2. Name two advocates of the free coinage of silver in Congress, and two who are opposed?
3. What United States Supreme Court judge died in July last?
4. Whom did President Cleveland appoint collector of the port of New York?
5. What two important railroads recently passed into the hands of receivers?
6. What question of dispute between this country and Great Britain was recently settled?
7. In what manner was the above question settled?
8. What institution is to be investigated by the State Board of Charities on charges of alleged cruelty on the part of its superintendent?
9. Name two State officers to be elected in this State in November.
10. What legislative officers are to be elected at the next election in this State?

Methods and School Economy.

Each of the following questions has twelve and one-half credits assigned to it:

1. Give reasons why teachers' courses of reading should include (a) educational papers; (b) psychology; (c) good newspapers.
2. What mental faculties of the child should be specially cultivated in primary grades?
3. Why should physical, as well as mental culture, be given in all schools?
4. State what, in your judgment, are the best devices for teaching color?
5. State the two most important objects in view in teaching arithmetic.
6. Give your plan for ventilating a school-room.
7. How early in the school course should the diacritical marks be taught? Give two reasons for your answer.
8. In advanced written spelling who should do the marking? How?

SATURDAY, A. M.

Arithmetic.

Each of the following questions has ten credits assigned to it:

1. Write in (a) the Arabic notation, (b) the Roman, (c) in words—two units of the sixth order, five of the fifth and five of the second.
2. How many miles of road, three rods wide, will contain 8 acres of land.
3. A floor 16 ft. 8 in by 14 ft. 2 in is to be laid with square tiles. Find the dimensions of the largest tiles that can be used without cutting or fitting.
4. The running time of the Empire State express from New York to Buffalo is 8 h. 30 min., and the distance is 440 miles. If stops of five minutes each are made at Albany, Utica, Syracuse and Rochester, what is the average speed per hour?
5. A cooper paid \$78.32 for 16,488 barrel staves. Required the price per M.
6. The sum of three numbers is 940. The first number equals $\frac{5}{9}$ of the second, and the second equals $\frac{7}{10}$ of the third. Find the number.
7. What is the difference in weight, expressed in avoirdupois pounds, between 100 pounds Troy and 100 pounds avoirdupois?
8. An importer receives an invoice of kid gloves billed at \$680, pays a duty of 50% ad valorem, and sells them at an advance of $33\frac{1}{3}\%$ on their gross cost to him. How does the price paid by the purchaser compare with the exporter's price?
9. R purchased a house and lot for \$3,300, paid \$975 for repairs, and now rents the premises for \$30 a month. If he expends annually for taxes \$48.70 and for incidental repairs \$35, what is his per cent of annual income on his investment?
10. Find the sum due September 2, 1893, on a note for \$147.33 and interest at 4% per annum, given January 13, 1893.

Geography.

Each of the following questions has ten credits assigned to it:

1. Compare distance in miles of 15 degrees north with that of 15 degrees west from Washington, D. C.

2. (a) In which zone does the greatest amount of rain fall? (b) Which zone contains the greatest number of islands?
3. Define the term capital.
4. (a) What great group of islands between North America and South America? (b) What islands immediately south of Behring sea?
5. What lands are separated and what waters are connected by the following straits: (a) Dardanells; (b) Dover; (c) Malacca.
6. In what direction is Havana from (a) Chicago? (b) Boston? (c) City of Mexico?
7. (a) Name the metropolis of the valley of the Ohio? (b) Name the largest city of the St. Lawrence basin.
8. Name and describe the three principal tributaries of the Missouri river.
9. Name three empires of Europe and state what kind of monarchy each is.
10. What three seas and what two mountain ranges lie between Europe and Asia?

Orthography.

- | | |
|-----------------|------------------|
| 1. efficiency. | 26. municipal. |
| 2. occurrence. | 27. accountant. |
| 3. guitar. | 28. prevalence. |
| 4. parasol. | 29. hesitancy. |
| 5. recital. | 30. external. |
| 6. intercede. | 31. abstinence. |
| 7. palatial. | 32. celery. |
| 8. Horace. | 33. internally. |
| 9. naught. | 34. gizzard. |
| 10. phrase. | 35. quarrel. |
| 11. European. | 36. paradise. |
| 12. apprise. | 37. dirge. |
| 13. grandeur. | 38. liniment. |
| 14. begging. | 39. Connecticut. |
| 15. frigid. | 40. nuisance. |
| 16. partisan. | 41. indicative. |
| 17. sieve. | 42. perceive. |
| 18. itinerant. | 43. massacre. |
| 19. privilege. | 44. separate. |
| 20. dedicate. | 45. flannel. |
| 21. noticeable. | 46. stencil. |
| 22. Schoharie. | 47. menagerie. |
| 23. idolatry. | 48. implicit. |
| 24. piracy. | 49. passable. |
| 25. British. | 50. assailant. |

P. M.

Composition.

Write a composition on one of the following subjects:

1. The newspaper as an educator.
2. A thunder shower.
3. A trip for water lilies.
4. The old homestead.

Credits will be given on the merits of the composition with particular reference to three points:

1. The matter, *i. e.*, the thoughts expressed. (25)
2. The correctness and propriety of the language used. (25)
3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance. (25)

(For remaining 25 credits, see Regulations.)

Grammar.

Each of the following questions has ten credits assigned to it:

- (1) Heaven is not gained by a single bound;
- (2) But we build the ladder by which we rise
- (3) From the lowly earth to the vaulted skies,
- (4) And we mount to its summit round by round.
- (5) I count this thing to be grandly true:
- (6) That a noble deed is a step towards God —
- (7) Lifting the soul from the common sod
- (8) To a purer air and a broader view.

J. G. HOLLAND.

The first seven questions refer to the above selection:

NOTES.—1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.
3. In naming a clause, include only its unmodified subject and unmodified predicate.
4. A preposition with its object is called a phrase.
5. In naming a phrase, give only the preposition and its unmodified object.
6. A modifier may be a word, phrase or clause. In giving modifiers, if words, name the part of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.
7. An object of a transitive verb is classed as a modifier of that verb.
8. Only eight parts of speech are recognized—the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the forms of verbs.
9. Infinitives are classed as modes of the verb.
10. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.
11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.
12. Treat verbs as divided into two classes only, viz, transitive and intransitive: A transitive verb may be used in the active or passive voice.
13. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.
1. Classify according to notes 1 and 2 the clauses: (a) *We build* (line 2); (b) *We rise* (line 2); (c) *We mount* (line 4); (d) *I count* (line 5); (e) *Deed is a step* (line 6).
2. Give three modifiers of *thing* (line 5).
3. Give three modifiers of *lifting* (line 7).
4. Select (a) a participle; (b) an infinitive.
5. Give syntax of (a) the first *round* (line 4); (b) *step* (line 6).
6. Select (a) three conjunctions; (b) two adjectives in the comparative degree; (c) an adjective phrase. (See note 4.)
7. Give syntax of *by* (line 2); (b) *to* (line 3).
8. Name (a) two collective nouns (b) three adjectives that do not admit of comparison.
9. Write a sentence containing an adverbial clause and adverbial phrase.
10. The predicate consists of a copula and attribute. Illustrate the use of (a) a noun, (b) a pronoun, and (c) an adjective, each used as an attribute.

Physiology and Hygiene.

Each of the following questions has twelve and one-half credits assigned to it:

1. Name the two cavities of the trunk and mention the principal organs contained in each.
2. What is a stimulant? A narcotic? Give an example of each.
3. Name all the different parts of the eye-ball.
4. Explain the meaning of the following terms: fracture, dislocation, sprain.
5. What general rules should be observed in eating, if health is to be preserved?
6. Describe the heart, naming its different parts and their functions.
7. Name three uses of the bones.
8. Name two offices performed by the blood.

FRIDAY AND SATURDAY, OCTOBER 6 AND 7, 1893—SECOND AND THIRD GRADES.

FRIDAY, A. M.

Civil Government.

Each of the following questions has twelve and one-half credits assigned to it:

1. By what authority is the legal rate of interest fixed?
2. In special or extra sessions of the Legislature, what subjects may be considered?
3. Name two emoluments of the Governor as stated in the Constitution.
4. What is (a) the least and (b) the greatest penalty which Congress may impose upon an officer who shall have been impeached and convicted?
5. (a) When does each new Congress come into existence? (b) When will the present Congress expire?
6. In Congress "Each house shall be the judge of the election returns and qualifications of its own members." Why?
7. Senators and representatives of Congress are privileged from arrest during attendance at any session, except in three cases. Name two of these cases.
8. (a) What minimum salary is by law fixed for school commissioners? (b) What minimum sum is allowed them for expenses? (c) By what authority may this be increased without the act of the Legislature?

Drawing.

NOTE.—Twenty credits of the one hundred allotted to this paper will depend on the general excellence of the drawing. Each of the following questions has ten credits assigned to it. Use compasses for drawing circles. Take measurements from ruler.

The measure of all work shall be at least one inch.

1. What color is complementary to red?
2. (a) Draw a square, diameter one and seven-eighths inches. (b) Repeat and draw diagonals and diameters, and designate each.
3. Divide an equilateral triangle $2\frac{1}{2}$ " base, into three obtuse angled triangles.
4. (a) How many degrees in a quadrant? Illustrate. (b) How many degrees in a sextant? Illustrate. (c) How many degrees in an octant? Illustrate.
5. (a) In a working drawing what line is used for the center line? Illustrate. (b) What line is used to connect views? Illustrate.
6. Draw a pattern of a cylinder and give dimensions in full. Diameter 1", altitude 2".
7. Draw to represent a cylindrical pail, in an upright position below the eye, handle to be in any position above the top of pail.

P. M.

American History.

Each of the following questions has twelve and one-half credits assigned to it:

1. State what you can of John Locke's "Grand Model".
2. Why is the State of Florida so called?
3. What battle was fought after peace had been declared?
4. (a) What generals were killed at the capture of Quebec, and (b) what were their dying words?
5. Who was called the "Father of the Revolution"?
6. Name five cities, each of which, for a brief time, has been the National Capital?
7. Under what circumstances was the "Star Spangled Banner" written?
8. What events are suggested by the following dates: (a) 1775; (b) 1789; (c) 1800; (d) 1848; (e) 1863; (f) 1861-65?

Current Topics.

Of the following questions candidates will answer only eight, to each of which twelve and one-half credits will be given:

1. What anniversary was observed at Washington, September 18, 1893.
2. (a) What was the result of the vote on the Home Rule Bill in the House of Commons? (b) In the House of Lords?
3. What was the result of the vote on the Wilson Silver-repeal Bill in the House of Representatives?
4. What government possession was recently opened for settlement?
5. How many members of the Legislature are to be elected this year?
6. Whom did President Cleveland appoint associate justice of the United States Supreme Court to succeed the late Justice Blatchford?
7. What South American government is in a state of rebellion?
8. What city of that government was bombarded?

9. Give brief description of a recent railroad disaster.
10. Give brief description of a recent attempt of train robbery.
11. What school officers are to be chosen in this State at the next general election?

Methods and School Economy.

Each of the following questions has twelve and one-half credits assigned to it:

1. In cases of inattention, name three possible causes, one or more of which may account for such inattention.
2. Why should teachers not attempt to require prolonged attention on the part of young pupils?
3. Name the proper order of procedure in giving object lessons.
4. (a) Name the senses through which we gain sense perception. (b) Give an illustration of the use of one sense to verify another.
5. Should young pupils be long drilled on principles and the analysis of the forms of letters before writing? Why?
6. What is the object of original examples in arithmetic?
7. Name three objects of school punishment.
8. Show two methods of teaching least common multiple. Use the numbers 48 and 72.

SATURDAY, A. M.

Arithmetic.

Each of the following questions has ten credits assigned to it:

1. Using proper symbols or abbreviations, write (a) a number containing all the denominations of Troy weight; (b) a number containing all the denominations of the table of English money; (c) a number containing all the denominations of square measure.
2. Give all the arithmetical classifications applicable to the number 824.
3. At \$38.50 per ton for steel rails, what will be the cost of rails weighing 80 pounds to the yard, for 90 miles of track?
4. $8 \times 3 + 8 - (13 - 4) \times (19 - 15) = (18 - 10) \times 7 - (?) - 33 \times 3$. Find the missing number in the equation.
5. Reports in the Bureau of Labor Statistics, from three manufacturing establishments, show that in one the average weekly wages paid to 262 operatives was \$12.85; in another, to 355 operatives, \$13.84, and in the third, to 128 operatives, \$15.11. Find the average weekly wages for all three establishments.
6. Two highway districts buy a road machine for \$285, and pay the freight from the manufactory, one district paying $\frac{3}{7}$ and the other $\frac{4}{7}$ of the entire cost. The cost to the first district being \$127.50, how much was charged for freight?
7. Reduce 3 pk. 7 qt. 1 pt. to the decimal of a bushel.
8. If a jeweler mark goods 50 per cent above cost, what discount from marked price can he give a customer, and still make 33 $\frac{1}{3}$ per cent profit?
9. If Tennessee 6 per cent bonds are selling at 87, how much money must be invested in them to secure an annual income of \$750?
10. Find the face of a note given for 2 months without interest, and discounted the day it was made at a bank at 6 per cent per annum, the proceeds being \$97.

Geography.

Each of the following questions has ten credits assigned to it:

1. Compare the length of the Arctic circle with that of the 50th parallel (a) in degrees; (b) in miles.
2. (a) When, approximately, are the days and nights of equal length at all places on the earth? (b) Give position of the sun with respect to same circle at such times.
3. (a) Mention four large rivers of the United States which flow north. (b) name the watershed of each.
4. State three causes which have contributed to the growth of Buffalo.
5. (a) Through what lake does the Rhine flow? (b) The Rhone?
6. Name and locate the place in which each of the following is situated: (a) Harvard University; (b) Yale University; (c) Columbia University; (d) Princeton College; (e) Cornell University.
7. In round numbers, according to the census of 1890, (a) what is the population of the United States; (b) of the State of New York; (c) which State ranks next to New York in population?

8. To what system of mountains do the Catskills belong? What large rivers wholly of this State break through that system?
9. What great river flows from equatorial Africa into the Mediterranean? Name two of its principal tributaries.
10. Name the waters on which you would sail in going by water over the most direct all-water route, from Albany to Cairo, in Egypt.

Orthography.

Each of the following words has two credits assigned to it:

- | | |
|------------------|-------------------|
| 1. florid. | 26. pageant. |
| 2. obtuse. | 27. rocky. |
| 3. pocket. | 28. Champlain. |
| 4. scholar. | 29. rarefy. |
| 5. abundance. | 30. integral. |
| 6. movable. | 31. legacy. |
| 7. perish. | 32. grievance. |
| 8. tantalize. | 33. picnic. |
| 9. vase. | 34. motor. |
| 10. criticise. | 35. artillery. |
| 11. pavilion. | 36. Jamaica. |
| 12. Susquehanna. | 37. fountain. |
| 13. geyser. | 38. parcel. |
| 14. lettuce. | 39. forgotten. |
| 15. elapse. | 40. existence. |
| 16. plaintiff. | 41. interspersed. |
| 17. slimy. | 42. bagged. |
| 18. catarrh. | 43. hammer. |
| 19. inherent. | 44. changeable. |
| 20. relieving. | 45. gorgeous. |
| 21. fallacy. | 46. cellar. |
| 22. prairie. | 47. palisade. |
| 23. scythe. | 48. Illinois. |
| 24. pedigree. | 49. refusal. |
| 25. Elizabeth. | 50. Cattaraugus. |

P. M.

Composition.

Write a composition on one of the following subjects:

1. Method in Daily Life.
2. How I Use my Library.
3. My Early Home.
4. Recent Disasters by Storm.

Credits will be given on the merits of the composition with particular reference to three points:

1. The matter, *i. e.*, the thoughts expressed. (25)
2. The correctness and propriety of the language used. (25)
3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance (25)

(For remaining 25 credits, see regulations)

Grammar.

Each of the following questions has ten credits assigned to it:

- (1) Hurrah ! hurrah for Sheridan !
- (2) Hurrah ! hurrah for horse and man !
- (3) And when their statues are placed on high
- (4) Under the dome of the Union sky.
- (5) The American soldier's Temple of Fame,
- (6) There with the glorious general's name.
- (7) Be it said, in letters both bold and bright,
- (8) " Here is the steed that saved the day,
- (9) By carrying Sheridan into the fight
- (10) From Winchester, twenty miles away !"

— T. B. Read.

The first seven questions refer to the above selection.

NOTES.—1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.

3. In naming a clause include only its unmodified subject and unmodified predicate.

4. A preposition with its object is called a phrase.

5. In naming a phrase, give only the preposition and its unmodified object.

6. A modifier may be a word, phrase or clause. In giving modifiers, if words, name the part of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.

7. An object of a transitive verb is classed as a modifier of that verb.

8. Only eight parts of speech are recognized—the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the forms of verbs.

9. Infinitives are classed as modes of the verb.

10. In parsing a noun or pronoun, observe the following order: Class, person, number, gender case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

12. Treat verbs as divided into two classes only, viz., transitive and intransitive: A transitive verb may be used in the active or passive voice.

13. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

1. Select four clauses and classify them as principal or subordinate.
2. Give three modifiers of *carrying* (line 9).
3. Give three modifiers of *be said* (line 7).
4. Select and classify eight words representing a different part of speech.
5. What is *carrying* (line 9)? Give its grammatical construction.
6. Give syntax of (a) *Temple* (line 5); (b) *steed* (line 8); (c) *miles* (line 10).
7. Select two verbs in the passive voice.
8. Name (a) six simple personal pronouns; (b) four relative pronouns.
9. Give the plural of the verb *bring* in the six tenses of the indicative mode, passive voice, using the pronoun *we* as subject.
10. Write in a sentence or sentences two infinitives, each having a different grammatical use, and state the grammatical relation of each.

Physiology and Hygiene.

Each of the following questions has twelve and one-half credits assigned to it:

1. (a) Name two kinds of matter entering into the composition of bone; (b) give a property peculiar to each; (c) state the time of life at which each predominates.
2. Name three offices of the muscles.
3. Distinguish between skin and mucous membrane (a) as to general appearance; (b) as to situation.
4. What is respiration? Perspiration?
5. Name the special senses, and tell which have organs protected by the bones of the skull and face.
6. Give location of (a) salivary glands; (b) lachrymal glands; (c) sebaceous glands; (d) perspiratory glands; (e) lymphatic glands.
7. Would you encourage a young child learning to walk to stand for a long time on its feet? Give reasons for your answer.
8. State how a fire burning in a close room produces changes in the air similar to the effect produced by breathing the air.

Special Examinations.

FRIDAY AND SATURDAY, DECEMBER 1ST AND 2D, 1893—SECOND AND THIRD GRADES.

FRIDAY—A. M.

Civil Government.

Each of the following questions has ten credits assigned to it:

1. How are (a) the senate and (b) the assembly districts in this State designated?

2. (a) What authority fixes the number of assemblymen to which each county shall be entitled? (b) What authority fixes the boundaries of assembly districts where there are more than one district in a county?
 3. What constitutes a court of impeachment in this State?
 4. What advantage to legislation is secured by dividing the entire legislative body into committees?
- Name two respects in which the "more perfect union" of the States under a national government is invaluable to the whole country.
6. Name two respects in which the formation of a National Government would tend "to establish justice."
 7. Name (a) the prosecuting and (b) the chief executive officer of a county, stating length of term and manner of compensation of each.
 8. Show that in its departments of local government a city is modeled after the State government.
 9. What constitutes the legislative body of (a) towns; (b) counties; (c) villages; (d) cities?
 10. Name two respects in which the manner of voting at a general election in this State, under the present "Ballot Reform Law," is an improvement over the old manner of voting.

Drawing.

NOTE.—Twenty credits of the 100 allotted to this paper will depend on the general excellence of the drawing. Each of the following questions has ten credits assigned to it. Use compasses for drawing circles. Take measurements from ruler.

The measure of all work shall be at least one inch.

1. (a) To what color does an elm leaf turn? (b) To what colors do maple leaves turn? (c) Toward what color do oak leaves turn?
2. Divide an equilateral triangle, base 2", into four equal triangles?
3. (a) Draw a square, diameter $2\frac{1}{4}$ ". (b) Divide this square into nine equal squares. (c) Give diameter of small squares.
4. (a) What view is known as a "plan"? (b) What view is known as an "elevation"?
5. Make a working drawing of a flower pot. Dimensions are optional.
6. Draw to represent a door and frame, full front, door to be partly open and swung forward, eye-level with the center. Altitude, inside frame, $2\frac{1}{2}$ ", width, $1\frac{1}{2}$ ".
7. (a) Draw to represent a cube, showing top, front and right side. (b) Repeat, modify and add such lines as may be necessary to develop a common chair.
8. Copy group and conventionalize one blossom.

Reading.

To be supplied by the commissioner.

SECOND AND THIRD GRADES -- FRIDAY, DECEMBER 1, 1893.

P. M.

American History.

Each of the following questions has ten credits assigned to it:

1. (a) Describe the route to India discovered by Magellan. (b) What other all water route to India was then known?
2. Account for the names: (a) James river; (b) Plymouth colony; (c) Delaware; (d) Virginia; (e) Philadelphia.
3. What portions of the Atlantic coast were explored by the French?
4. (a) Why were Crown Point and Ticonderoga important points in the French and Indian war? (b) What was the result of General Abercrombie's attack on Ticonderoga?
5. (a) What was the Boston Port Bill? (b) In retaliation for what act did Parliament pass the bill? (c) What action was taken by the neighboring towns and colonies upon the enforcement of that bill?
6. (a) What battle gave the English possession of the city of Philadelphia? (b) In what battle did the Americans fail to regain the city?
7. (a) About how long were the Articles of Confederation in force? (b) Mention two elements of weakness of the government during that time?
8. To what three nations has Florida belonged?
9. (a) Who was Secretary of State under Lincoln's administration? (b) Of what State was he a citizen?
10. For what are the following persons especially distinguished in American History: (a) Peter Stuyvesant; (b) Jacob Liesler; (c) Robert Fulton; (d) George Bancroft; (e) John Brown?

Current Topics.

Of the following questions, candidates will answer only eight, to each of which twelve and one-half credits will be given:

1. What great statesman of France died recently ?
2. Name five State executive officers chosen at the general election, November seventh, and the offices to which they were elected.
3. By what political party were these officers nominated ?
4. What event recently cast a shadow of gloom over Chicago ?
5. What important event is associated with October 30, 1893.
6. Name the senator and assemblyman elected for your district, November seventh.
7. What action has been taken on the "silver repeal bill" which was before Congress for consideration ?
8. When will the next State Legislature convene ?
9. Who is the leader of the Brazilian insurrection ?
10. What experiment was made on the Erie canal November 18, 1893.
11. Name the school commissioner elect of your district.

Methods and School Economy.

Each of the following questions has ten credits assigned to it:

1. What is meant by the science of teaching ?
2. State objections to having many fixed rules and regulations for school government.
3. Why should the teacher generally avoid sarcasm and ridicule when reproving or criticising pupils ?
4. Name four purposes of the recitation.
5. What results should we seek to obtain in teaching penmanship ?
6. Name (a) two proper, and (b) two questionable incentives to study.
7. Name three conditions of the school-room favorable to study.
8. Give one reason why the study of color should precede the study of drawing.
9. How can a sense of right among pupils be promoted ?
10. Give three arguments in favor of oral spelling.

SATURDAY, A. M.

Arithmetic.

Each of the following questions has ten credits assigned to it:

1. Using the sign of per cent, write (a) one hundred twelve per cent; (b) three and three-eighths per cent; (c) three-sixteenths per cent; (d) sixty-nine one hundredths per cent. Reduce each of these per cents to the form of a decimal.
2. Find the square root of .01296. (Correct to three decimal places)
3. An agent having in his hands \$3,150 of his principal's funds, is instructed to invest it in barley, at \$.48 per bushel, after retaining his commission of 5% How many bushels should he buy ?
4. If the premium paid for insuring a building is \$132, and the rate charged is 4-5%, what is the face of the policy ?
5. If 9-37 of a stock of goods be sold for 2-9 of what the stock cost, what is the per cent of gain or loss ?
6. If one-fifth be allowed for matching and waste; how many square feet of lumber will be required for flooring and ceiling a porch 17 ft. 4 in. by 7 ft. 6 in. ?
7. The net price of a furnace sold at 30%, and 10% off from list-price is \$151.20. Find the list-price.
8. What fractional part of 5-7 of a gallon is 3-8 of a pint.
9. Make and solve a problem illustrating the practical application of least common multiple.
10. The difference in time between two places is 2 hrs. 33 min. Find the difference in longitude.

Geography.

Each of the following questions has ten credits assigned to it :

1. Name and locate five important sea ports of Europe connected with New York by steamship lines.
2. Name five rivers by which the waters of the State of New York find an outlet to the ocean.
3. Locate the following volcanoes : (a) Etna; (b) Vesuvius; (c) Hecla; (d) Cotopaxi.

4. State approximately the distance from (a) New York to San Francisco; (b) New York to New Orleans; (c) New York to Chicago; (d) New York to Washington; (e) New York to Buffalo.
5. In what country is each of the following cities located: (a) Yokohama; (b) Berne; (c) Valparaiso; (d) Bangkok; (e) Melbourne?
6. Explain how it is that in Ecuador the climate of all the zones is represented.
7. (a) Locate the tropic of cancer; (b) explain why it is located where it is.
8. Locate the following cities and state for what manufacturing industry each is noted: (a) Lyons; (b) Belfast; (c) Glasgow; (d) Sheffield; (e) Brussels.
9. (a) To what country does each of the following belong: Jamaica, Cuba, Porto Rico, Ceylon, Java. (b) Give an export of each.
10. What mountain range (a) between British India and the Chinese Empire; (b) between France and Spain; (c) between Italy and Switzerland; (d) between Russia and Siberia,

Orthography.

Each of the following words has two credits assigned to it:

- | | |
|-----------------|------------------|
| 1. probably. | 26. discipline. |
| 2. testimonial. | 27. utensil. |
| 3. stationery. | 28. tabular. |
| 4. recommend. | 29. turbulent. |
| 5. visitor. | 30. serenely. |
| 6. Chautauqua. | 31. peaceable. |
| 7. ermine. | 32. transparent. |
| 8. syntax. | 33. Alexander. |
| 9. transient. | 34. procedure. |
| 10. contrition. | 35. medley. |
| 11. mercantile. | 36. purloin. |
| 12. manikin. | 37. emission. |
| 13. lacteal. | 38. necessary. |
| 14. complexion. | 39. avarice. |
| 15. civil. | 40. reciprocal. |
| 16. cartilage. | 41. Caucasus. |
| 17. intrinsic. | 42. cannonade. |
| 18. hygiene. | 43. imbued. |
| 19. impetus. | 44. edifice. |
| 20. ecstasy. | 45. stampede. |
| 21. Suffolk. | 46. shrewd. |
| 22. erratic. | 47. February. |
| 23. forcible. | 48. ellipse. |
| 24. essential. | 49. doctrine. |
| 25. provision. | 50. comparable. |

Composition.

P. M.

Write a composition on one of the following subjects:

1. Advantages of Railroads.
2. A Day in the Woods.
3. The Pleasures of Autumn.
4. Poetry as an educational factor.

Credits will be given on the merits of the composition with particular reference to three points:

1. The matter, *i e.*, the thoughts expressed. (25)
2. The correctness and propriety of the language used. (25)
3. The orthography, punctuation, division into paragraphs, use of capitals and general appearance. (25)

(For remaining 25 credits, see Regulations.)

Grammar.

1 I consider a human soul without education like marble in a quarry, which shows none
2 of its inherent beauties until the skill of the polisher fetches out the colors, makes the
3 surface shine, and discovers every ornamental cloud, spot and vein that runs through the
4 body of it.—*Addison*.

The first 8 questions refer to the above selection.

NOTES — 1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.
3. In naming a clause, include only its unmodified subject and unmodified predicate.
4. A preposition with its object is called a phrase.
5. In naming a phrase, give only the preposition and its unmodified object.
6. A modifier may be a word, phrase or clause. In giving modifiers, if words, name the part of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.
7. An object of a transitive verb is classed as a modifier of that verb.
8. Only eight parts of speech are recognized — the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the forms of verbs.
9. Infinitives are classed as modes of the verb.
10. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case.

Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.
12. Treat verbs as divided into two classes only, viz., transitive and intransitive; a transitive verb may be used in the active or the passive voice.
13. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

Each of the following questions has ten credits assigned to it:

1. Classify the following clauses according to notes 1 and 2. (a) *I consider* (line 1); (b) *which shows* (line 1); (c) *skill fetches* (line 2); (d) *that runs* (lines 3 and 4).
2. Give two modifiers of *marble* (line 1).
3. Give the object or objects of the verbs whose subject is *skill*.
4. Parse *runs* (line 4).
5. Give syntax of (a) *none* (line 2); (b) *vein* (line 3).
6. Select (a) an adjective used like a noun (adjective pronoun); (b) a pure conjunction i. e., one performing no adverbial office; (c) an infinitive.
7. Write a sentence expressing the thought that closes with the word *quarry*, changing the voice of the verb.
8. Indicate to what part of speech each of the following words belong: (a) *which* (line 1); (b) *until* (line 2); (c) *out* (line 2); (d) *every* (line 3); (e) *that* (line 3).
9. Give the plural of (a) piano; (b) phenomenon; (c) major-general; (d) oasis; (e) alumna.
10. Illustrate the use of a participle used (a) like an adjective; (b) like a noun.

Physiology and Hygiene.

Each of the following questions has ten credits assigned to it:

1. Locate (a) pylorus; (b) humerus; (c) eustachian tube; (d) parotid glands; (e) olfactory nerve.
2. Beginning with the right ventricle, trace the blood in its course to the left auricle, and state the color of blood in each class of blood vessels through which it passes.
3. What are nature's means of cleansing and lubricating the eye?
4. Locate in the abdominal cavity (a) the large intestine; (b) the small intestine. What are the comparative lengths of the two?
5. Name and locate the different substances that enter into the structure of a tooth.
6. Explain the fact that while the excessive use of alcohol stimulates the system it actually wastes the strength.
7. Over what functions of the body does the sympathetic nerve system have control?
8. Describe the spinal chord as to (a) coatings; (b) position of white and gray matter; (c) division into parts.
9. Distinguish between chyme and chyle in respect to composition.
10. What is the function of (a) crystalline lens; (b) the gustatory nerve; (c) spinal nerves?

COUNTIES	Districts.	Number of examina- tions.	Number of candidates examined.	FIRST-GRADE CERTIFICATES.			SECOND-GRADE CERTIFICATES.		THIRD-GRADE CERTIFICATES.		Number failing to ob- tain certificates.	Number of temporary licenses issued.	Teachers licensed by other authority.	Total number of teach- ers licensed to Oct. 15, 1893.	Number of teachers employed and teach- ing simultaneously.	Number of new teach- ers licensed.
				Number pass- ing for.	Number indorsed.	Number renewed.	Number pass- ing for.	Number indorsed.	Number pass- ing for.	Number re- newed upon examination.						
Albany	1	7	36	...	1	1	15	7	11	4	10	4	27	50	49	5
Allegany	3	9	63	...	...	...	25	13	20	7	18	8	4	64	55	13
Broome	3	9	53	...	...	...	21	4	18	17	14	4	25	14	100	8
Cattaraugus	1	10	323	1	1	2	64	14	114	49	144	25	18	243	155	61
Chautauqua	3	10	258	1	2	3	90	6	86	33	82	34	33	230	175	55
Chemung	1	10	257	...	2	...	71	5	81	17	105	15	16	165	133	22
Chenango	2	9	186	...	2	4	37	14	66	7	103	40	17	144	125	24
Clinton	1	10	454	2	1	3	111	9	134	37	207	27	44	295	214	73
Columbia	2	10	306	2	4	7	61	18	161	46	121	15	32	312	220	84
Cortland	1	10	185	1	1	1	69	7	60	39	56	21	5	178	135	21
Delaware	3	10	217	1	1	...	63	15	81	43	72	11	20	188	149	38
Dutchess	1	10	225	1	1	...	67	4	113	24	44	26	17	118	118	52
Erie	2	9	152	1	...	3	38	10	50	20	64	16	54	141	137	30
Essex	3	9	182	3	...	2	35	6	65	19	79	9	21	135	119	42
Hamilton .....	...	10	220	...	1	2	71	15	50	28	119	12	8	140	134	30
Montgomery	1	10	325	2	1	6	89	17	112	35	124	12	13	210	173	61
Nassau	2	10	277	1	3	3	90	16	78	21	107	4	14	197	155	33
Oneida	1	9	190	1	2	1	74	10	47	10	88	28	18	147	146	23
Saratoga	2	10	198	1	...	...	42	7	71	14	74	25	6	130	128	33
Schoharie	1	9	84	...	1	1	23	7	25	3	36	11	13	88	82	13
SchoTioga	2	9	94	...	1	1	45	...	31	14	18	7	37	150	123	17
Seneca	1	9	423	...	3	3	28	6	50	25	311	...	45	125	110	30
St. Lawrence	2	9	113	...	1	1	23	8	43	9	56	6	20	90	89	14
Tioga	1	10	331	3	4	2	91	34	106	43	131	28	12	250	209	57
Ulster	2	10	343	1	3	2	73	26	143	83	159	6	19	245	189	52
Warren	1	8	140	1	...	4	51	11	59	32	45	13	48	172	175	32
Washington	2	7	112	4	2	1	43	5	18	7	47	1	15	111	93	9
Westchester	1	10	124	...	1	2	49	8	64	20	78	10	65	157	125	42
Yates	3	10	211	1	...	3	69	13	63	12	73	9	26	133	130	21
Essex	1	9	158	...	...	2	36	6	49	28	134	7	9	124	108	18
Essex	2	10	266	...	1	2	28	12	44	48	134	44	7	95	110	15
Essex	2	10	204	1	...	3	59	9	78	6	67	14	25	140	130	27

Franklin.....	1	10	237	1	...	56	12	127	60	53	22	16	148	140	27
Fulton.....	2	10	181	...	...	38	23	64	92	99	23	15	116	118	36
Genesee.....	...	10	182	...	3	39	10	46	12	93	32	28	141	141	26
Greene.....	1	9	175	...	12	36	10	93	18	45	14	46	210	186	45
	2	9	104	...	...	28	16	34	10	45	5	18	103	103	17
	3	9	143	...	...	41	10	20	12	79	5	7	106	91	8
Hamilton.....	...	8	36	...	...	9	11	7	...	20	4	7	40	40	3
Herkimer.....	1	10	197	...	2	43	10	65	...	89	40	33	145	145	38
	2	10	173	...	...	30	14	69	24	64	17	31	146	140	35
Jefferson.....	1	8	225	...	9	34	29	73	15	115	8	9	151	134	58
	2	10	250	...	2	42	26	81	22	126	29	16	138	147	44
	3	9	300	...	5	77	18	94	56	122	3	11	198	154	38
Kings.....	...	9	53	...	4	30	1	17	1	11	13	35	92	92	3
Lewis.....	1	11	161	...	1	36	25	51	3	73	11	5	120	110	10
	2	10	221	...	5	83	4	78	16	88	29	7	148	130	35
Livingston.....	1	7	109	...	...	37	13	41	22	31	4	65	156	120	27
	2	8	199	...	3	48	7	54	34	97	8	29	141	118	47
	3	10	246	...	2	68	18	76	30	97	15	20	153	152	39
Madison.....	1	10	210	...	...	64	12	74	22	81	11	28	156	152	33
	2	8	160	...	1	62	9	51	5	45	15	42	158	135	25
Monroe.....	1	8	145	...	2	50	9	35	16	57	7	70	145	142	19
	2	9	135	...	2	46	6	44	15	32	24	16	225	192	29
Montgomery.....	...	9	142	...	4	69	5	65	20	8	10	24	154	118	11
Niagara.....	1	10	187	...	...	52	16	78	21	57	18	6	153	110	42
	2	10	92	...	...	29	25	22	4	41	10	7	72	75	11
Oneida.....	1	10	206	...	6	44	20	46	28	107	5	7	137	142	12
	2	10	274	...	3	47	14	31	26	193	5	12	121	106	19
	3	11	235	...	1	55	10	60	24	120	10	9	135	148	36
Onondaga.....	4	10	150	...	...	46	10	48	23	54	12	20	128	126	23
	1	10	195	...	2	49	8	91	27	73	11	19	180	121	24
	2	10	263	...	1	76	12	66	37	121	11	18	179	141	32
Ontario.....	3	9	116	...	2	59	10	46	16	98	6	21	163	141	32
	1	10	231	...	3	57	10	75	14	11	25	27	225	150	30
Orange.....	2	8	138	...	9	35	1	37	8	66	6	29	117	169	14
	3	9	183	...	2	58	9	99	6	56	30	43	208	185	32
Orleans.....	...	10	260	...	2	89	2	76	32	93	7	29	194	188	24
Oswego.....	1	10	216	...	...	61	11	51	7	119	13	22	162	129	44
	2	9	277	...	1	54	6	60	35	163	...	9	123	111	30
Otsego.....	3	10	201	...	1	55	12	60	18	85	10	15	168	138	20
	1	10	295	...	1	61	28	103	15	145	100	20	170	187	48
Putnam.....	2	9	339	...	3	80	11	124	75	145	48	21	245	204	50
Queens.....	...	6	53	...	1	24	3	19	13	8	7	21	79	77	10
	1	9	70	...	1	21	4	16	1	33	2	14	158	157	3
Rensselaer.....	2	8	165	...	4	38	5	...	...	20	12	135	208	208	...
	3	7	87	...	2	57	1	43	53	82	10	22	208	169	14
Richmond.....	...	9	68	...	...	32	5	35	10	20	...	18	130	127	21
Rockland.....	...	6	51	...	3	21	3	37	18	17	7	75	141	141	23
St. Lawrence.....	1	10	350	...	1	14	2	20	8	17	10	44	116	116	16
	2	10	403	...	1	60	10	108	69	180	20	27	209	193	...
	3	8	491	...	...	80	14	144	9	188	12	18	218	209	73
				...	...	72	14	104	30	315	12	54	244	186	73

UNIFORM EXAMINATIONS, ETC. — STATISTICAL TABLE — (Continued).

COUNTIES.	Districts.	Number of examina- tions.	Number of candidates examined.	FIRST-GRADE CERTIFICATES.			SECOND-GRADE CERTIFICATES.		THIRD-GRADE CERTIFICATES.		Number failing to ob- tain certificates.	Number of temporary licenses issued.	Teachers licensed by other authority.	Total number of teach- ers licensed to Oct. 15, 1893.	Number of teachers employed and teach- ing simultaneously.	Number of new teach- ers licensed.
				Number pass- ing for.	Number indorsed.	Number renewed.	Number pass- ing for.	Number indorsed.	Number pass- ing for.	Number re- newed upon examination						
Saratoga.....	1	9	104	2	2	7	51	11	28	18	26	14	32	164	153	13
Schenectady.....	2	10	220	...	3	3	41	19	45	20	134	14	1	200	187	9
Schoharie.....	...	9	94	...	2	2	32	6	46	10	16	7	8	75	70	15
Schuyler.....	1	10	165	3	2	6	50	8	70	25	40	60	10	127	113	30
Seneca.....	2	10	202	2	...	2	46	16	82	5	72	7	19	127	117	70
Steuben.....	...	10	162	3	...	1	36	30	72	4	54	12	9	146	127	43
...	...	10	168	...	...	4	70	5	56	11	39	7	20	182	144	28
...	1	10	364	2	...	1	77	11	107	28	178	42	20	216	180	40
...	2	10	232	...	1	3	66	13	83	49	88	14	40	196	181	56
...	3	10	292	...	1	...	43	26	87	38	161	7	8	194	180	52
Suffolk.....	1	9	61	2	1	1	28	4	29	34	11	20	48	139	111	11
...	2	10	81	4	1	2	27	3	41	14	18	15	97	180	172	18
Sullivan.....	1	10	125	...	1	3	44	10	31	8	50	10	1	118	104	22
...	2	10	273	3	5	6	43	12	57	12	173	2	5	125	106	15
Tioga.....	...	10	285	4	2	2	81	16	178	30	94	4	25	315	223	68
Tompkins.....	1	9	169	2	...	2	32	12	63	38	72	7	8	136	82	22
...	2	8	139	3	...	...	28	4	54	30	54	5	21	101	95	24
Ulster.....	1	10	99	...	1	3	35	3	52	3	12	8	53	147	127	3
...	2	9	110	...	2	1	20	7	18	7	72	8	65	121	118	12
...	3	10	143	...	1	1	49	21	45	41	48	5	15	133	128	12
Warren.....	...	9	276	2	1	7	80	12	108	22	86	4	23	182	178	22
Washington.....	1	9	180	1	1	6	65	14	71	16	55	9	30	160	154	36
...	2	9	244	1	...	...	69	14	89	10	85	20	23	182	171	53
Wayne.....	1	10	237	2	...	1	78	7	81	4	98	15	45	189	170	50
...	2	9	184	1	1	1	70	10	37	3	65	2	101	156	132	24
Westchester.....	1	5	47	1	...	1	20	...	11	...	16	...	7	196	194	11
...	2	8	32	...	...	2	14	...	11	...	7	...	49	60	60	1
...	3	7	90	...	...	...	31	...	22	20	31	5	36	118	115	17
Wyoming.....	1	9	201	1	...	3	58	...	54	14	88	16	22	135	128	38
...	2	9	161	2	2	1	39	12	55	16	67	13	14	126	97	59
Yates.....	...	10	268	...	5	1	106	7	104	28	56	4	6	174	131	26

4. HOLDERS OF FIRST-GRADE CERTIFICATES.

Following is a list of all teachers who have received first-grade certificates issued under the uniform examination system in the State of New York, from October 15, 1892, to October 15, 1893. These certificates are good for five years from date of issue.

Number of certificate.	COUNTY, DISTRICT AND NAME.	Post-office address.	Date of certificate.
	ALBANY COUNTY — FIRST DISTRICT.		
	None issued .....	.....	.....
	ALBANY COUNTY — SECOND DISTRICT.		
	None issued .....	.....	.....
	ALBANY COUNTY — THIRD DISTRICT.		
	None issued .....	.....	.....
1	ALLEGANY COUNTY — FIRST DISTRICT.		
	Edward G. Sharp	Hunts	August 16, 1893
6	ALLEGANY COUNTY — SECOND DISTRICT.		
	William Pingrey	Andover.....	August 16, 1893
	BROOME COUNTY — FIRST DISTRICT.		
	None issued .....	.....	.....
	BROOME COUNTY — SECOND DISTRICT.		
	None issued .....	.....	.....
	CATTARAUGUS COUNTY — FIRST DISTRICT.		
	None issued .....	.....	.....
42	CATTARAUGUS COUNTY — SECOND DISTRICT.		
	Frank Heier.....	Steamburg	March 8, 1893
43	Ada L. Barnes.....	Little Valley	August 16, 1893
	CAYUGA COUNTY — FIRST DISTRICT.		
17	Mary A. Barnes	Weedsport	September 23, 1893
	CAYUGA COUNTY — SECOND DISTRICT.		
12	Minnie Van Lien	Fleming	August 15, 1893
	CHAUTAUQUA COUNTY — FIRST DISTRICT.		
7	Jessie F. Mann.....	Findley's Lake	March 8, 1893
	CHAUTAUQUA COUNTY — SECOND DISTRICT.		
5	Agnes Donahue	Dunkirk	March 8, 1893
6	Mrs. Autis A. Lewis	Fredonia	March 8, 1893
7	Mary C. Phelan.....	Westfield.....	August 16, 1893
	CHAUTAUQUA COUNTY — THIRD DISTRICT.		
1	Geo. A. Persell	Frewsburg	August 16, 1893
2	Ruby E. Chamberlin.....	Frewsburg	August 16, 1893
3	Philena E. Marshall.....	Frewsburg	August 16, 1893
	CHEMUNG COUNTY.		
39	Alice E. Sergeant.....	Southport	March 4, 1893
40	Hannah Dalrymple	Southport	August 15, 1893
41	Ira J. McDuffy.....	Van Etten.....	August 15, 1893
42	Agnes Sullivan.....	Horseheads.....	August 15, 1893
	CHENANGO COUNTY — FIRST DISTRICT.		
11	Daniel G. Butts.....	Smyrna	March 8, 1893
12	Jessie A. Hunt.....	Norwich	August 16, 1893
	CHENANGO COUNTY — SECOND DISTRICT.		
9	Edgar P. Eaton.....	Nineveh	August 16, 1893
	CLINTON COUNTY — FIRST DISTRICT.		
13	Belle C. Strickland.....	Plattsburgh	August 16, 1893
	CLINTON COUNTY — SECOND DISTRICT.		
3	Eva A. Brown.....	West Chazy	March 8, 1893

HOLDERS OF FIRST-GRADE CERTIFICATES — (Continued).

Number of certificate.	COUNTY, DISTRICT AND NAME.	Post-office address.	Date of certificate.	
30	COLUMBIA COUNTY — FIRST DISTRICT. Frederick D. Bidwell.....	Mellenville	August	7, 1892
17	COLUMBIA COUNTY — SECOND DISTRICT. Mary Ferguson.....	Malden Bridge	March	2, 1892
1	CORTLAND COUNTY — FIRST DISTRICT. Mrs. J. W. Livingston.....	Marathon	March	7, 1893
2	Carrie R. Fisher.....	Marathon	March	7, 1893
3	E. C. Burdick	De Ruyter.....	March	7, 1893
4	W. S. Philips.....	De Ruyter.....	March	7, 1893
5	Archie Lindsey.....	Virgil.....	August	5, 1893
6	F. E. Payne.....	Clinton	August	5, 1893
	CORTLAND COUNTY — SECOND DISTRICT. None issued .....	.....	.....	.....
11	DELAWARE COUNTY — FIRST DISTRICT. Frank L. Ostrander.....	Masonville	March	8, 1893
12	Bessie B. Wygant	East Branch.....	August	16, 1893
13	William A. Coulter.....	Hamden.....	August	16, 1893
17	DELAWARE COUNTY — SECOND DISTRICT. Lydia A. Faulkner	Margaretville.....	August	16, 1893
46	DUTCHESS COUNTY — FIRST DISTRICT. Emma D. Bloomed.....	Overlook	March	8, 1893
41	DUTCHESS COUNTY — SECOND DISTRICT. Edlth L. Miller	Poughkeepsie	April	20, 1893
42	E. C. Underhill.....	Poughkeepsie	April	20, 1893
43	Ella Keator	Pine Plains	May	2, 1893
44	David J. Keator.....	Pine Plains	August	14, 1893
	ERIE COUNTY — FIRST DISTRICT. None issued .....	.....	.....	.....
9	ERIE COUNTY — SECOND DISTRICT. Willis G. Carpenter.....	Marilla	March	8, 1893
	ERIE COUNTY — THIRD DISTRICT. None issued .....	.....	.....	.....
	ESSEX COUNTY — FIRST DISTRICT. None issued .....	.....	.....	.....
5	ESSEX COUNTY — SECOND DISTRICT. Anna M. Commiskey.....	Mineville	August	16, 1893
5	FRANKLIN COUNTY — FIRST DISTRICT. Agnes J. Plumb.....	Bangor, N. Y.....	January	24, 1893
	FRANKLIN COUNTY — SECOND DISTRICT. None issued .....	.....	.....	.....
8	FULTON COUNTY. Harmon Van Arnam	Broadalbin	August	17, 1893
9	John R. Hicks.....	Emmonsburgh	August	17, 1893
10	Gord M. Crouse	St. Johnsville	August	17, 1893
11	Edward Trumbell	Lassellsville	August	17, 1893
39	GENESEE COUNTY. Melissa Marshall.....	Stone Church.....	August	16, 1893
18	GREENE COUNTY — FIRST DISTRICT. John G. Leipold.....	Hunter	August	16, 1893
12	GREENE COUNTY — SECOND DISTRICT. William P. Seabridge.....	Freehold	March	10, 1893
13	Jessie E. Miller.....	Medway.....	August	15, 1893
14	Lizzie J. Alden.....	Freehold	August	15, 1893
	HAMILTON COUNTY. None issued .....	.....	.....	.....

HOLDERS OF FIRST-GRADE CERTIFICATES — (Continued).

Number of Certificate.	COUNTY, DISTRICT AND NAME.	Post-office address.	Date of Certificate.
	HERKIMER COUNTY — FIRST DISTRICT.		
	None issued .....	.....	.....
	HERKIMER COUNTY — SECOND DISTRICT.		
	None issued .....	.....	.....
	JEFFERSON COUNTY — FIRST DISTRICT.		
65	M. C. Porter.....	Rodman	April 21, 1893
66	Lizzie A. Reed	Worthville.....	September 28, 1893
67	Minnie A. Sargent.....	Dexter	September 23, 1893
	JEFFERSON COUNTY — SECOND DISTRICT.		
7	Nirus Leora	Philadelphia	August 16, 1893
	JEFFERSON COUNTY — THIRD DISTRICT.		
13	Minnie C. Simpson	Alexandria Bay	March 8, 1893
14	Eleanor F. Craig	Clayton	March 8, 1893
15	Alanson E. Gove.....	Pamelia Four Corners	March 8, 1893
16	Fred W. Van Camp	Thousand Island Park	March 8, 1893
17	Grace M. Terry	Evans Mills.....	March 8, 1893
18	Jessie Macandie.....	Clayton	August 16, 1893
19	Minnie A. Macandie.....	Clayton	August 16, 1893
	KINGS COUNTY.		
	None issued .....	.....	.....
	LEWIS COUNTY — FIRST DISTRICT.		
2	Estella M. Seymour.....	Port Leyden.....	March 8, 1893
	LEWIS COUNTY — SECOND DISTRICT.		
	None issued .....	.....	.....
	LIVINGSTON COUNTY — FIRST DISTRICT.		
	None issued .....	.....	.....
	LIVINGSTON COUNTY — SECOND DISTRICT.		
	None issued .....	.....	.....
	MADISON COUNTY — FIRST DISTRICT.		
....	None issued.....	.....	.....
	MADISON COUNTY — SECOND DISTRICT.		
25	Lizzie McGinnis	Syracuse	March 8, 1893
26	Kate Holden	Oneida	March 8, 1893
27	Allie Burlison	Valley Mills.....	August 16, 1893
28	Caroline B. de Clercq.....	Cazenovia.....	August 16, 1893
	MONROE COUNTY — FIRST DISTRICT.		
29	Jennie B. Tompkins.....	Henrietta	November 4, 1892
30	Carolyn L. Sage.....	16 Park ave., Roches- ter, N. Y.....	August 16, 1893
	MONROE COUNTY — SECOND DISTRICT.		
17	Maud E. Wheeler	Brockport.....	March 8, 1893
18	Frances H. Barnes.....	North Parma.....	March 8, 1893
19	Sadie H. Butts	Greece	August 16, 1893
	MONTGOMERY COUNTY.		
13	Joseph B. England.....	Palatine Bridge.....	March 8, 1893
14	A. Edward Wiles.....	Buel, N. Y.....	August 16, 1893
	NIAGARA COUNTY — FIRST DISTRICT.		
5	Charles N. Hoffman.....	Ransomville.....	August 16, 1893
	NIAGARA COUNTY — SECOND DISTRICT.		
	None issued .....	.....	.....
	ONEIDA COUNTY — FIRST DISTRICT.		
	None issued.....	.....	.....
	ONEIDA COUNTY — SECOND DISTRICT.		
35	Mary E. Scranton.....	Westmoreland.....	May 1, 1893
36	Thomas E. Hayden.....	Waterville.....	May 1, 1893

HOLDERS OF FIRST-GRADE CERTIFICATES — (*Continued*).

Number of certificates.	COUNTY, DISTRICT AND NAME.	Post-office address.	Date of certificate.	
	ONEIDA COUNTY—SECOND DISTRICT—(Cont'd).			
37	Herbert G. Babcock.....	Oneida Castle.....	May	1, 1893
38	Jennie E. Blake.....	Clinton.....	May	1, 1893
39	Rose M. Hamill.....	Waterville.....	May	1, 1893
40	Louise A. Blake.....	Clinton.....	May	1, 1893
41	William H. Wheeler.....	Knoxboro.....	September	26, 1893
42	L. Agnes Rowell.....	Clinton.....	September	26, 1893
43	Elizabeth Baker.....	Clinton.....	September	26, 1893
	ONEIDA COUNTY—THIRD DISTRICT.			
9	Emma J. Gardener.....	Camden, N. Y.....	March	8, 1893
10	B. L. Osborne.....	Camden, N. Y.....	August	16, 1893
11	Nellie R. Tibbits.....	Camden, N. Y.....	August	16, 1893
	ONEIDA COUNTY—FOURTH DISTRICT.			
4	G. Newton White.....	Remsen.....	October	5, 1893
	ONONDAGA COUNTY—FIRST DISTRICT.			
5	Monah Maud Morgan.....	Camillus.....	March	8, 1893
6	Madge B. Deitz.....	Liverpool.....	August	16, 1893
	ONONDAGA COUNTY—SECOND DISTRICT.			
4	James E. Conan.....	Tully.....	March	10, 1893
5	Miles G. Spaulding.....	Amber.....	September	11, 1893
	ONONDAGA COUNTY—THIRD DISTRICT.			
11	Frank J. Hane.....	Fayetteville.....	March	9, 1893
	ONTARIO COUNTY—FIRST DISTRICT.			
	None issued.....	.....	
	ONTARIO COUNTY—SECOND DISTRICT.			
30	Mary E. Pierce.....	Naples.....	March	8, 1893
	ORANGE COUNTY—FIRST DISTRICT.....			
	None issued.....	.....	
	ORANGE COUNTY—SECOND DISTRICT.			
260	George D. Halstead.....	South Centreville....	March	8, 1893
261	Camilla S. Thompson.....	Chester.....	March	8, 1893
321	Emeline Austin.....	Ridgebury.....	August	15, 1893
	ORLEANS COUNTY.			
19	Homer B. Thompson.....	Albion, N. Y.....	March	8, 1893
18	Elbert O. Smith.....	Kendall.....	March	8, 1893
	OSWEGO COUNTY—FIRST DISTRICT.			
15	Hattie B. Dunham.....	Granby Center.....	August	16, 1893
	OSWEGO COUNTY—SECOND DISTRICT.			
....	None issued.....	.....	
	OSWEGO COUNTY—THIRD DISTRICT.			
14	Stilk N. Doil.....	Mexico.....	March	8, 1893
	OTSEGO COUNTY—FIRST DISTRICT.			
12	Kate M. Bradley.....	Springfield.....	March	7, 1893
13	Rose Chamberlin.....	Schenevus.....	March	7, 1893
14	Eva B. Ostrander.....	Springfield.....	August	16, 1893
	OTSEGO COUNTY—SECOND DISTRICT.			
11	J. Boyd England.....	Palatine Bridge.....	March	8, 1893
12	Domnick Veltin.....	Lowville.....	March	8, 1893
	PUTNAM COUNTY.			
107	Kate DeF. Crane.....	Brewster.....	April 24,	1893
108	Frank J. Knapp.....	Shenandoah.....	April 24,	1893
	QUEENS COUNTY—FIRST DISTRICT.			
23	E. Louise Newman.....	Cold Spring Harbor..	August 16,	1893
24	Mary L. Lyles.....	Flushing.....	August 16,	1893
	QUEENS COUNTY—SECOND DISTRICT.			
36	Josephine Walsh.....	Flushing, N. Y.....	March 8,	1893

HOLDERS OF FIRST-GRADE CERTIFICATES — (*Continued*).

Number of certificate.	COUNTY, DISTRICT AND NAME.	Post-office address.	Date of certificate.
	QUEENS COUNTY—SECOND DISTRICT—(<i>Cont'd.</i>).		
37	Rose I. Dempsey.....	Long Island City.....	March 8, 1893
39	Kate R. Hickey.....	Laurel Hill, L. I.....	August 16, 1893
40	Hedwig L. Bruder.....	Oceanus, L. I.....	August 16, 1893
41	Mabel E. Pearse.....	Inwood, L. I.....	August 16, 1893
42	Frances H. Seeley.....	Woodhaven.....	August 16, 1893
43	Annie T. McGowan.....	Winfield Junction....	August 16, 1893
44	Estelle Manahan.....	Richmond Hill.....	August 16, 1893
	RENSSELAER COUNTY — FIRST DISTRICT.		
9	Anna M. Chase.....	Lansingburgh.....	August 16, 1893
10	Angie B. Evers.....	Lansingburgh.....	August 16, 1893
	RENSSELAER COUNTY — SECOND DISTRICT.		
	None issued .....	.....	.....
	RICHMOND COUNTY.		
15	William Albert Crane.....	Stapleton.....	April 1, 1893
16	Lucie E. H. Simpson.....	Tompkinsville.....	March 8, 1893
17	Minnie C. Kelley.....	N. Y. city (245 Henry)	March 8, 1893
	ROCKLAND COUNTY.		
	None issued .....	.....	.....
	ST. LAWRENCE COUNTY — FIRST DISTRICT.		
20	Frank H. Wallace....	Morristown.....	March 7, 1893
21	John C. Halsted.....	De Kalb Junction....	March 7, 1893
	ST. LAWRENCE COUNTY — SECOND DISTRICT.		
12	Addie A. Johnson.....	Russell.....	August 16, 1893
13	Mary J. Rutherford.....	Madrid.....	August 16, 1893
	ST. LAWRENCE COUNTY — THIRD DISTRICT.		
	None issued .....	.....	.....
	SARATOGA COUNTY — FIRST DISTRICT.		
5	Wesley J. Root.....	North Galway.....	August 16, 1893
6	Frank Burdick.....	Galway.....	August 16, 1893
	SARATOGA COUNTY — SECOND DISTRICT.		
	None issued .....	.....	.....
	SCHENECTADY COUNTY.		
	None issued .....	.....	.....
	SCHOHARIE COUNTY — FIRST DISTRICT.		
9	Rosette Becker.....	Middleburgh.....	March 8, 1893
10	Eva Wright.....	Schoharie.....	March 8, 1893
11	Alberta Becker.....	Huntersland.....	August 17, 1893
	SCHOHARIE COUNTY — SECOND DISTRICT.		
2	Mary E. Wright.....	Cobleskill.....	March 8, 1893
3	Laudlin L. Schermerhorn.....	Cobleskill.....	August 16, 1893
	SCHUYLER COUNTY.		
	None issued .....	.....	.....
	SENECA COUNTY:		
13	Anna Belle Hasbrouck.....	Waterloo.....	August 16, 1893
14	Martha E. Smith.....	Seneca Falls.....	August 16, 1893
15	Martha Traphagan.....	Waterloo.....	August 16, 1893
	STEUBEN COUNTY — FIRST DISTRICT.		
26	William Morrison.....	Bath.....	March 8, 1893
27	Harmon S. Bennett.....	Prattsburgh.....	August 16, 1893
	STEUBEN COUNTY — SECOND DISTRICT.		
	None issued .....	.....	.....
	STEUBEN COUNTY — THIRD DISTRICT.		
6	Sara Moore.....	Canisteo.....	August 16, 1893

HOLDERS OF FIRST-GRADE CERTIFICATES — (*Continued*).

Number of certificate.	COUNTY, DISTRICT AND NAME.	Post-office address.	Date of certificate.	
SUFFOLK COUNTY — FIRST DISTRICT.				
11	Ida E. Leslie	Peconic	March	8, 1893
12	Jennie Tyndall	Bridgehampton	March	8, 1893
SUFFOLK COUNTY — SECOND DISTRICT.				
32	Louise A. Schumacker.....	Huntington, N. Y....	March	8, 1893
33	Mary E. Raynor.....	Huntington, N. Y....	August	16, 1893
34	Alice V. Evans	East Setauket.....	August	16, 1893
35	Frances E. Hyde	Yaphank	August	16, 1893
SULLIVAN COUNTY — FIRST DISTRICT.				
	None granted .....	.....	.....	.....
SULLIVAN COUNTY — SECOND DISTRICT.				
25	Miss Nettie Ward	Jeffersonville.....	October	24, 1892
26	Alfred W. Abrams	Liberty.....	August	16, 1893
27	Minerva Hornbeck	Liberty.....	August	16, 1893
TIOGA COUNTY.				
45	Lucilla Brown.....	Berkshire	April	22, 1893
46	Oscar Granger	Tiogo Centre	March	15, 1893
47	Arthur E. Belden.....	Richford	October	3, 1893
48	John H. Bensley.....	Barton	October	3, 1893
TOMPKINS COUNTY — FIRST DISTRICT.				
	Matilda Updike.....	Trumansburg	August	17, 1893
	Elizabeth Spencer.....	Ithaca	August	19, 1893
TOMPKINS COUNTY — SECOND DISTRICT.				
1	Ellard Buck.....	West Groton	August	16, 1893
2	Charles Van Marter	Newfield.....	August	16, 1893
3	Evelyn Field.....	South Lansing	August	16, 1893
ULSTER COUNTY — FIRST DISTRICT.				
	None issued .....	.....	.....	.....
ULSTER COUNTY — SECOND DISTRICT.				
	None issued .....	.....	.....	.....
ULSTER COUNTY — THIRD DISTRICT.				
	None issued .....	.....	.....	.....
WARREN COUNTY.				
5	Margaret Hunt.....	Warrensburgh	March	8, 1893
6	Lydia M. Piersons.....	Sandy Hill	March	8, 1893
WASHINGTON COUNTY — FIRST DISTRICT.				
1	Helen M. Darrow.....	Fort Edward	August	16, 1893
WASHINGTON COUNTY — SECOND DISTRICT.				
34	Kittie V. Gates.....	Sandy Hill	August	16, 1893
WAYNE COUNTY — FIRST DISTRICT.				
22	Bertha L. Kansier.....	Sodus Centre.....	March	8, 1893
23	Mary L. Wiggins.....	Red Creek.....	March	8, 1893
WAYNE COUNTY — SECOND DISTRICT.				
12	Freeman Pintler.....	Ontario.....	September	20, 1893
WESTCHESTER COUNTY — FIRST DISTRICT.				
24	Agnes Douglass	Westchester, N. Y....	March	8, 1893
26	Mary Young.....	Tuckahoe, N. Y.....	August	16, 1893
WESTCHESTER COUNTY — SECOND DISTRICT.				
.....	None issued .....	.....	.....	.....
WESTCHESTER COUNTY — THIRD DISTRICT.				
31	Estella Hood	Peekskill	March	8, 1893
32	Charles J. M. Raymond	Yonkers	August	16, 1893
33	Amos C. Mehler.....	Amawalk	August	16, 1893
34	L. Cheshire Hoyt.....	Lewisboro	August	16, 1893

HOLDERS OF FIRST-GRADE CERTIFICATES — (*Continued*).

Number of certificate.	COUNTY, DISTRICT AND NAME.	Post-office address.	Date of certificate.
	WESTCHESTER Co.— THIRD DIST.— (<i>Con'td</i>).		
35	Peter Brennan	Westchester.....	August 16, 1893
36	Martin J. Walsh.....	Westchester.....	August 16, 1893
	WYOMING COUNTY — FIRST DISTRICT.		
10	Mrs. Josephine Baker	Warsaw	March 10, 1893
11	Frederick P. Webster	Wyoming	September 1, 1893
	WYOMING COUNTY — SECOND DISTRICT.		
	None issued .....	.....	.....
	YATES COUNTY.		
13	Mary Bridgman.....	Penn Yann	March 8, 1893
14	James E. Mackey	Rushville	March 8, 1893

EXHIBIT NO. 13.

STATE CERTIFICATES.

1. QUESTIONS SUBMITTED AT EXAMINATIONS, 1893.
 2. TABULATED STATEMENT OF EXAMINATIONS, 1893.
 3. LIST OF SUCCESSFUL CANDIDATES, 1893.
 4. STATISTICAL TABLE, 1875 TO 1893.
 5. CIRCULAR, REGULATIONS AND PROGRAM FOR 1894.
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STATE CERTIFICATES.

I. QUESTIONS SUBMITTED AT THE EXAMINATION FOR STATE CERTIFICATES.

August 21-25, 1893.

Every correct answer will receive ten credits, and a proportionate number as the answer approximates correctness.

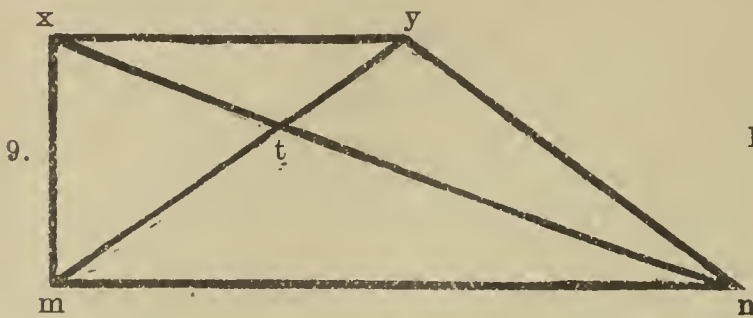
Physics.

1. State the law of refraction of light.
2. Briefly describe an incandescent electric light.
3. (a) Why do clouds tend to prevent frost? (b) Why does wind tend to prevent frost?
4. Some metals can be cast with sharp edges, others cannot, why? Give an example of each.
5. Vapor is seen to rise from a cake of ice left on the sidewalk on a hot day. Explain the phenomenon.
6. As a balloon ascends to a great height, what tends to cause the confined gas (a) to expand; (b) to contract?
7. Explain the principle involved in the Davy safety lamp.
8. (a) Water is composed of hydrogen and oxygen; (b) A piece of lead, is composed of molecules; (c) Pine gum sticks to the fingers; (d) Carpet tacks cling to a lodestone; (e) ink rises in a blotting paper. Name the kind of attraction illustrated in each of the foregoing examples.
9. What is the approximate length of a pendulum which, at sea level will vibrate (a) seconds; (b) quarter-seconds?
10. What principle of electro-magnetism is applied in the sounding or registering apparatus of the Morse telegraph?

Geometry.

1. Illustrate by a figure (a) supplemental angles; (b) trapezium; (c) segment; (d) locus of a point.
2. Demonstrate:
If two sides of a triangle are unequal, the angles opposite are unequal, and the greater angle lies opposite the greater side.
3. Pass a circumference through three points not in the same straight line, and give proof of your construction.
4. Determine the number of sides of the polygon in which the sum of the interior angles exceeds the sum of the exterior angles by 540° .
5. Demonstrate:
If two chords intersect within the circumference, the angles formed are measured by the half sum of the intercepted arcs.
6. (a) Construct a square equivalent to a given hexagon. (b) Give the steps in the process of construction.
7. Inscribe a circle in a triangle. Give method of solution in full.

8. Two secants are drawn to a circle from an outside point. If their external segments are 15 and 8, while the internal segment of the latter is 12, what is the internal segment of the former?



In the trapezoid mxyn. $mn=2xy$. Prove:
 $xt=\frac{1}{3}xn$. $yt=\frac{1}{3}ym$.

10. The outside circle of a half mile track is forty feet from the inside circle. A bicycle ridden on the inside circle, and through the whole length of the track, goes exactly one-half mile. How far will the bicycle go if ridden on the outside circle?

American History.

1. Name three permanent settlements made in America at the beginning of the seventeenth century.
2. Give a brief sketch of the life and character of any one of the following: Alexander Hamilton, Salmon P. Chase, Rufus King.
3. Give the name of the greatest of the Dutch governors of New York. Give also a brief description of the character and customs of the people of this colony under Dutch rule.
4. What great questions were settled by the French and Indian war?
5. Who was the author of the Missouri Compromise? Give its provisions.
6. Give a description of any important battle fought in New York during the Revolution, and state why it is classed with important battles.
7. During whose administration was the Alien and Sedition laws passed? State the principal features of these laws.
8. Compare the personal characteristics and the administration of Andrew Jackson with those of James Buchanan.
9. Compare the condition of the northern States with that of the south at the beginning of the Civil War.
10. State facts concerning each of the following: (a) Charles A. Dana; (b) John Carver; (c) Roger Sherman; (d) William H. Prescott; (e) Benjamin F. Butler.

Arithmetic.

1. Distinguish (a) between a number absolutely prime and one relatively prime; (b) between a number only concrete and one that is denominate. Give an illustration of each.
2. Determine by inspection the number of integral places in the quotient of 1.038754 divided by .0003765, and explain your method of procedure.
3. A, B, C and D together do a piece of work. A and B together do $\frac{8}{15}$ of the whole, B and C $\frac{1}{2}$ of the whole, and A and C $\frac{11}{30}$ of the whole. What part of the whole work does D do?
4. Reduce the couplet $9\frac{2}{7} : 32\frac{1}{12}$ to the integral form in lowest terms.
5. A merchant in business for four consecutive years found the results for each year to be as follows: The first year a gain of 17 per cent, the second a loss of 12 per cent, the third a loss of $8\frac{1}{3}$ per cent, and the fourth a gain of 5 per cent. If all gains remained in the business and no capital was withdrawn, was his original capital increased or diminished, and what per cent?
6. If I remit to my principal \$625.33 as the net proceeds of a sale of lumber, after paying freight charges amounting to \$18.72, and retaining my commission of 5 per cent, what is the amount of my commission?
7. The compound interest on a certain sum for three years, compounded annually at 5 per cent, is 277.83. Required the original principal.
8. What rate of interest per annum does a bank receive on the money advanced to discount a note at the rate of 6 per cent per annum if the term of discount be 1 month 27 days?
9. A 2 per cent quarterly dividend declared by a street railroad company paid a stockholder at the rate of $11\frac{7}{11}$ per cent annually on his investment. At what rate did he purchase his stock?
10. The capacity of a rectangular bin 6 ft. 2 in. long and 3 ft. 2 in. wide is 62 43-56 bushels stricken measure. How deep is the bin?

Bookkeeping.

1. Give the technical term applicable to each of the following: (a) The difference between the resources and the liabilities when the latter are greater; (b) debts owing by the business; (c) the difference between the net investment and the net loss.
2. Write ten abbreviations in common use in bookkeeping, and give the meaning of each.
3. Mention four classes of resources.
4. (a) What is shown by entries on the credit side of stock account? (b) By entries on the debit side?

Memoranda.—In closing a ledger, the inventory showed merchandise on hand amounting to \$2,616 46. The balances on ledger accounts are as follows: Cash, Dr. side, \$2,170.25; merchandise, Dr., \$927 56; bills payable, Cr., \$1,235; bills receivable, Dr., \$1,922.71; John Fenn, Cr., \$1,049.16; Eli Reeves, Dr., \$121.83; Howard Jones, Cr., \$98.33; Irving Selmsier, Dr., \$298.11; Ellsworth Mead, Dr., \$481.05; expense, Dr., \$2,106.18; discounts, Cr., \$405.93.

5. From the foregoing memoranda write up the balance account.
 6. From the same memoranda write up the loss and gain account.
- Memoranda.*—Henry Sill & Son, of Buffalo, N. Y., sold Gilbert Myers, of Batavia, N. Y. April 2, 1893, a store for \$7,800, and the stock of merchandise at an inventory of \$11,285, accepting in part payment a note given Mr. Myers by Elbert Reeder, March 1, 1893, payable 90 days after date, in the sum of \$3,500, a house and lot valued at \$4,600, and New York sight drafts amounting to \$8,242. The balance was charged to account, due in two equal installments in three months and six months respectively. The note of Mr. Reeder was paid at maturity, but Mr. Myers being unable to meet the first payment on account, when due, gave in settlement a 60-day bankable note, with Edwin Curry, as indorser, payable at the First National Bank of Buffalo.
7. Journalize the several transactions of the memoranda books of Gilbert Myers.
 8. Show the several transactions of the memoranda, as posted in the ledger of Henry Sill & Son.
 9. Write the last mentioned note.
 10. Rule form of bank book issued by some bank to yourself, make five entries (two deposits and three sums withdrawn by check) and bring down the balance.

Physiology and Hygiene.

1. Name the membrane that covers (a) the heart; (b) the intestines; (c) the bones; (d) the lungs; (e) the brain.
2. Name five glands, each of which secretes a different fluid, and state the office of the fluid secreted.
3. State three evil effects which the use of alcohol tends to produce upon the human system.
4. Compare veins and arteries (a) as to structure; (b) as to appearance of blood which they contain and the cause of such appearance; (c) as to direction and manner of movement of the blood therein.
5. Locate (a) the jugular vein; (b) the portal vein; (c) the thoracic duct; (d) the aorta; (e) the pulmonary artery.
6. Name three organs which throw off poisonous matter from the system, and name the particular poison or poisons thrown off by each.
7. Describe the anatomy of the ear.
8. Name and describe each of the two layers of the skin as to (a) position; (b) sensitiveness; (c) structure; (d) office.
9. What changes must the food undergo preparatory to nutrition.
10. Describe joints, naming the parts necessary to their construction, and the office of each part.

Civil Government.

1. (a) What is a sovereign State? (b) Is New York a sovereign State? (c) Explain your answer to (b).
2. By the authority of what clause in the Constitution did Congress (a) establish a military academy at West Point; (b) vote millions of dollars for pensions; (c) order coast surveys?
3. When sovereign States disagree, in what three ways may their differences be settled?
4. What, in substance, is the "elastic clause" in the Constitution of the United States?
5. What is the highest function of the Supreme Court of the United States?

6. In what way are the courts of service to the vast numbers who never come before them?
7. How are the citizens of a State represented in (a) the State government; (b) the National government?
8. What amendment to the consolidated school act of 1864 was made by the last Legislature in reference to the minimum length of the school year?
9. (a) According to the amendment made by the last Legislature to the consolidated school act of 1864 (b) how must district officers be elected? (c) How must questions involving expenditure of money or levy of tax be decided?
10. According to the State Constitution (a) the revenue from what fund shall be applied to the support of common schools; (b) to academies; (c) the capital of which of these funds is annually increased?

Grammar.

- (1) Though forced to drudge for the dregs of men,
- (2) And scrawl strange words with the barbarous pen,
- (3) And mingle among the jostling crowd,
- (4) Where the sons of strife are subtle and loud —
- (5) I often come to this quiet place,
- (6) To breathe the airs that ruffle thy face.
- (7) And gaze upon thee in silent dream,
- (8) For in thy lonely and lovely stream
- (9) An image of that calm life appears
- (10) That won my heart in my greener years.

— William Cullen Bryant.

The first seven questions refer to the above selection.

NOTES.—1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.

3. In naming a clause, include only its unmodified subject and unmodified predicate.

4. A preposition with its object is called a phrase.

5. In naming a phrase, give only the preposition and its unmodified object.

6. A modifier may be a word, phrase or clause. In giving modifiers, if words, name the part of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.

7. An object of a transitive verb is classed as a modifier of that verb.

8. Only eight parts of speech are recognized—the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the forms of verbs.

9. Infinitives are classed as modes of the verb.

10. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

12. Treat verbs as divided into two classes only, viz., transitive and intransitive: a transitive verb may be used in the active or the passive voice.

13. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

1. Give the (a) unmodified subject; (b) the unmodified predicate of the principal clause.
2. Give the modifiers of the predicate just selected. (See note 6.) Supply any omitted words.
3. Name and classify all clauses not already given. (See note 6.)
4. Give the modifiers of each of the infinitives.
5. Select (a) five transitive; (b) five intransitive verbs.
6. Select and classify all words that connect clauses.
7. Write the conjugation of the passive voice of the verb *won* (line 10.)
8. Name and illustrate five different uses of the infinitive construed like a noun.
9. In what modes are compound tenses used? How is each made? How are the past forms of the potential mode made?
10. Illustrate five different uses of *what*, giving the grammatical relation of each.

Composition and Rhetoric.

1. Define (a) belles-lettres; (b) climax; (c) irony.
2. Mention the three principal characteristics of good style.
3. Upon what two things do clearness, force and elegance depend.

4. Write a periodic sentence and reconstruct it into the form of a loose sentence.
5. Point out and name the figures of rhetoric found in each of the following sentences:
 (a) "The dew-drops still hung upon the brilliantly painted flowers;" (b) "Next anger rushed, his eyes on fire;" (c) "His library contains Dickens, Hawthorne, and a host of other novelists;" (d) "Youth and beauty, manhood and old age, alike, fell victims to the fatal scourge;" (e) "He combines the strength of the lion with the stupidity of an ostrich."

Selection :

- (1) In life's small things be resolute and great.
- (2) To keep thy muscles trained. Knowest thou when fate
- (3) Thy measure takes ? Or when she'll say to thee,
- (4) "I find thee worthy, do this thing for me."

6. (a) Scan the above selection and tell what kind of verse it is. (b) Justify the use of the comma after "great," line 1; after "thee," line 3; after "worth," line 4.
7. Recast the selection, using arrangement and diction suitable for prose composition.
8. Fill the blanks in the following sentences with such of the words given below as most nicely express the meaning. (Delusive, illusive, extended, increased, enlarged.)
 The teacher's intellectual acquirements will be ———, his field of usefulness ———, and his mental horizon ———, by the study of psychology.
 The idea of easily acquired wealth and position is as ——— to the ignorant immigrant as it is ——— to the too enthusiastic native youth.
9. Recast the expression, "In the morning of life we set out joyfully and hopefully, but we soon pursue our journey sorrowfully and despondently," (a) with at least two changes in grammatical construction; (b) with at least two changes in the words used to express the thought; *i. e.*, changes from literal to figurative or vice versa, or changes to words that more nicely express the meaning.
10. Write (a) a formal invitation to a dinner; (b) a formal acceptance of the invitation.

Geology.

1. Name the three minerals which enter into the composition of granite.
2. Explain how bars are formed at the mouths of rivers that flow into the ocean, and what determines their location.
3. To what age does the Salina period belong? Give a theory to account for the deposit of salt in central New York.
4. Give the principal characteristics of mesozoic times as to (a) animal life; (b) plant life; (c) rock formation.
5. Give the different stages in the formation of a coral reef.
6. Why do geologists assert that the Catskills belong to the Appalachian system and that the Adirondacks do not?
7. Give (a) proof of former existence of glaciers; (b) methods of tracing their course.
8. Define (a) ore; (b) vein; (c) fault; (d) dip; (e) crystal.
9. State briefly how the action of the frost may materially assist in the change in the contour of a country.
10. Arrange the following terms in order of the formation of the rocks which they severally represent: Niagara, Trenton, Salina, Potsdam, Hamilton.

Chemistry.

1. Designate by their symbols (a) four elements which at ordinary temperature are gasses; (b) two which are liquids; (c) four that are solids (not metals).
2. Give the chemical equation (reaction) expressing the changes which take place in the preparation of nitrous oxide (laughing gas), or in preparing muriatic acid.
3. What is meant by the atomic weights of elements? Illustrate.
4. Give the source and the use of CO_2 , (a) in mortar used in brick laying; (b) in bread making; (c) in soda water.
5. Name the elements that enter into the composition of (a) sugar. (b) blue vitriol; (c) common salt; (d) alcohol; (e) sal ammoniac.
6. What materials enter into the composition of (a) common window glass; (b) steel, brass, soft solder, German silver.
7. Explain the decomposition of CO_2 that takes place in the leaves of plants, as to (a) the chemical agent involved; (b) the disposition of the elements.
8. Give the chemical symbol of the product of the combustion in air of (a) sulphur; (b) phosphorus; (c) hydrogen; (d) zinc.

9. Give the name and two prominent characteristics of the metallic base of (a) clay; (b) galena; (c) cinnabar.
10. Explain two processes, one physical and the other chemical, by means of which charcoal acts as a disinfectant.

Geography.

1. (a) Define isothermal lines. (b) Why do not these lines coincide with the parallels?
2. Where is the zone of calms? Account for its being a zone of calms.
3. Name the largest two rainless districts in the world. Account for their being rainless.
4. (a) Which half of the United States is a highland? (b) Where are the prairie regions? (c) What river drains the northern plateau? (d) What river drains the southern plateau? (e) What great lake in the "Great Basin" between these plateaus?
5. (a) Name and locate three large cities of Europe, farther north than Maine or Michigan. (b) Name and locate six cities in the United States in about the same latitude as Lisbon.
6. The Cassiquiare river connects the Amazon and Orinoco river systems. What remarkable physical feature is associated with this river?
7. Is the mouth of the Orinoco a delta, or is it an estuary? Explain your answer.
8. Name five seas tributary to the Mediterranean.
9. Name the two most direct all water routes over which a person would sail in going from Morocco to Calcutta.
10. Name three all water routes between Cleveland and the Atlantic coast.

Methods and School Economy.

1. Illustrate that what we perceive depends upon attention.
2. Distinguish between a teacher and an instructor.
3. What general law should govern the selection of studies for pupils?
4. Distinguish between a method of education and a system of education.
5. (a) Mention three results to be obtained by reviews, and (b) state how often they should be held to secure each of these results.
6. State the two most important objects in view in teaching grammar.
7. (a) State the chief principle on which the Pestalozzian methods are based. (b) Briefly describe the method of its application.
8. Give the three principal steps in conducting a class exercise.
9. Inductive teaching is sometimes designated as synthetic. On what grounds?
10. Discuss the advantages of industrial training (a) as to utility; (b) as to mental discipline; (c) as to its influence on the conduct of the school.

Botany.

1. What is the rudimentary plantlet contained in the seed called? Name its parts.
2. Name the parts of the flower and give the office of each. Define chlorophyle.
3. A typical flower is said to be *perfect*, *complete*, *regular* and *symmetrical*. Explain the meaning of the italicized words.
4. State two means by which the fertilization of ovules takes place. By what means are the ovules of grasses fertilized? Of bright and fragrant flowers?
5. Classify leaves with reference to special conformation and use.
6. What nourishment do plants obtain from the atmosphere? From the soil?
7. Classify with reference to duration of root (a) lettuce; (b) the horse radish; (c) barley; (d) salsify (oyster plant); (e) the raspberry.
8. State the natural method or methods of propagation of (a) ferns; (b) the plum; (c) the artichoke; (d) the grape; (e) quack grass.
9. Describe the process of (a) grafting; (b) budding.
10. What is the numerical plan of flowers? What two numbers are most common?

Drawing.

NOTE. — Use compasses for circles. Take measurements from ruler. The measure of all work shall be at least one inch.

1. (a) Name six colors found in the solar spectrum? (b) What is a tint? (c) What is a shade? (d) Name two neutrals? (e) What color is complimentary to red? (f) What is a key in a color scale.
2. (a) What is meant by the term foreshortening? (b) If a vertical square (plane toward observer) should be swung forward, from either side, on a vertical axis, what measure must be decreased to show foreshortening? (c) If a vertical square (plane toward observer) should be swung forward, from either side, on a vertical axis, what edge must be increased to strengthen the foreshortening?
3. (a) Draw to represent a cube, showing top, front and left side. (b) Place spheres tangent to the middle point of the right and the left sides. (c) Shade each solid (light from the left).
4. Draw to represent a book standing on end, and partially open, directly in front and below the eye, back of book towards observer.
5. Pt. 1. (a) Draw to represent an ellipse two inches long. (b) Place and designate the major and minor axes.
Pt. 2. Draw three concentric circles, in a horizontal position, below the eye. Measure two inch diameter for the largest.
Pt. 3. Draw and divide a regular hexagon into six equilateral triangles.
6. Draw to represent an open umbrella. (This work from the object.) (See extra sheet.)
7. Make a working drawing of a common spool. (Measure optional.)
- 8 (a) Copy group here given? (b) Conventionalize and arrange symmetrically one blossom and two buds.
- 9 (a) In decoration, where is sculptured ornament used? (b) In applied design, where is flat ornament used?
10. (a) What peculiarity is found in the curves of the Greek ornament? (b) What peculiarity is found in the angles of the Byzantine ornament? (c) What peculiarity is found in the curves of the Saracenic ornament?



General Literature.

1. (a) Give a brief sketch of Mr. Lowell's life. (b) State at least two characteristics of his writings.
2. By what title is Dr. Oliver Wendell Holmes familiarly known? Why?
3. (a) What is Dr. Holmes' marked characteristic as a writer? (b) Exemplify this characteristic by not less than three illustrations taken from *The Autocrat of the Breakfast Table*.
4. State two characteristics of Mr. Tennyson's writings.

THE VISIONS OF SIR LAUNFAL.

5. (a) What was the "Holy Grail"? (b) What was Sir Launfal's vow with reference to it?
6. Give a synopsis of the poem.
7. Give two quotations from the poem.

THE AUTOCRAT OF THE BREAKFAST TABLE.

8. (a) How does the principal character in this work regard punning? (b) How does he show that there are at least six personalities taking part in every dialogue? (c) How does he rank self-made men? (d) "Our brains are seventy-year clocks." Give, in substance, the two or three lines following this quotation. (e) How did he come to regard the "school mistress."

JULIUS CÆSAR.

9. What characteristics of the play render it specially valuable for boy's reading?
10. (a) Give the plot of the play. (b) Give not less than three familiar quotations from the play.

Algebra.

1. Define (a) members of an equation; (b) polynomial; (c) elimination; (d) simultaneous equations; (e) affected quadratic.

2. Find the numerical value of the following expression in which

$$a=2; b=4; c=6.$$

$$a^2 - 1 \left\{ 5bc - [a^2 - (3c - 3bc^2) + 3c - (a^2 - 2bc - c)] \right\}$$

3. Find the three prime factors of (a) $3x + 6x^{\frac{1}{2}}y^{\frac{1}{2}} + 3y$; (b) $\frac{a^2}{2} + \frac{5a}{12} - \frac{1}{2}$

4. A number is expressed by three figures whose sum is 18. The figure in the place of units is equal to the sum of the other figures in the number; and if 594 be added to the number, the result will be expressed by the same figures with the order reversed. What is the number?

5. A farm containing 9 acres is four rods longer than it is wide. What is its length and breadth?

6. Find the sum of (a) $\frac{1}{5} \sqrt{\frac{2}{3}}$, $\frac{3}{4} \sqrt{\quad}$, and $\frac{3}{4} \sqrt{\frac{24}{5}}$.

$$(b) \text{ Multiply } \left(\sqrt{\frac{1}{2}} - \sqrt{\frac{1}{3}} \right)^2 \text{ by } \left(\sqrt[3]{\sqrt{\frac{1}{2}}} \right)^2.$$

7. Find the value of x in the equation $\sqrt{x+9} + \sqrt{4x} = 13$.

8. What is the square root of $x^2y^2 - 2 + 4xy - 1 + 2x - 1 + 4 + 4x^2y + x^2y^2$.

9. Find the values of x and y in the equations $\begin{matrix} x^3 + y^3 = a. \\ x + y = b. \end{matrix}$

10. Given $5x + 9\sqrt{x} = 116$, to find two values of x . Verify both values.

General History.

1. From what important event did each of the following nations or sects reckon dates: (a) The Romans; (b) the Hebrews; (c) the Christians; (d) the Mohammedans.
2. Compare the Roman civilization with the Grecian, as to (a) public works; (b) education; (c) literature.
3. Who were the Norsemen? What influence had they on French civilization? What on English civilization? State how this influence came to be exerted in each instance.
4. Name five of the most decisive European battles of modern times, and give reasons for your answer in each instance.
5. (a) Mention the two great maritime achievements of the 15th century. (b) Under the auspices of what nations were they respectively conducted? (c) What was their immediate effect upon the maritime powers of Europe?
6. Give an outline of the first crusade as to (a) approximate date; (b) the first expedition and its fate; (c) the second expedition, naming at least one of its principal leaders; (d) the treatment of the second expedition by the Emperor Alexius of Constantinople; (e) the final result.
7. What was the cause of the third crusade? Who was the principal leader on the Christian side? Who on the Moslem side? How did the expedition terminate?
8. Give a brief account of (a) the Hospitallers; (b) the Templars; (c) the Mamelukes.
9. (a) In what crusade was Jerusalem a second time gained by the Christians? How? (b) Give approximate date of the close of the Holy Wars.
10. What were the effects of the crusade upon the civilization of Europe (a) for good? (b) For evil?

Zöology.

1. How many chambers in the heart of (a) the whale; (b) the giraffe; (c) the bat; (d) the duck; (e) the alligator; (f) the toad; (g) the mackerel; (h) the brook trout; (i) the black snake; (j) the turtle?
2. Mention (a) two examples of digitigrades; (b) two of plantigrades.
3. What are the general characteristics of the molluscs?
- 4 (a) What orders of birds include those most serviceable to man? (b) Give examples of each order.
5. Describe the circulation of blood in fishes.
6. In what respect are reptiles and bears alike, as to (a) habits; (b) food?
7. In what respects is the respiration of mammals and birds different?
8. What are the general characteristics of the echinoderms?
9. Mention three different orders of mammals common in your locality. Give an example of each.
10. The bison is the only *bovine indigenus* to America, except the musk ox. (a) Define the words italicised; (b) to what class, order and family does the bison belong?

Astronomy.

1. Define the following terms: ecliptic, zodiac, perihelion, apogee, solstice.
2. Give the conditions necessary for an eclipse of the sun.
3. What are librations of the moon? Explain the cause of longitudinal librations.
4. What conclusions have been reached by astronomers in regard to the fixed stars as to (a) their size; (b) their composition; (c) the kind of light that they emit; (d) their distance from the earth; (e) their motion in space.
5. Discuss briefly the planet Venus as to (a) relative location among the planets, (b) apparent (c) the cause of its change from morning to evening star.
6. What are tides? How often do they occur? What causes spring tides?
7. Name the major planets in order of distance from the sun and give the number of satellites of each.
8. What are sun spots, and how do they prove that the sun rotates on its axis? What does the spectroscope reveal as to the composition of the sun?
9. Give a theory to account for the November shower of meteors.
10. Give the method of designating the place of a heavenly body, and explain the terms used.

Latin.

Translate:

1. (1) Quod si antiquissimum quodque tempus spectari oporteret, populi Romani justissimi-
(2) mum esse in Gallia imperium: si iudicium senatus observari oporteret, liberam debere
(3) esse Galliam, quam bello victam suis legibus uti voluisset.

Translate:

2. (4) Eo quum de improvise, celeriusque omni opinione venisset, Remi, qui proximi Galliae
(5) ex Belgis sunt, ad eum legatos Iccium et Andocumborum, primos civitatis, miserunt,
(6) qui dicerent, se suaque omnia in fidem atque in potestatem populi Romani permittere.

Translate:

3. (7) Nam ut ad bella suscipienda Gallorum alacer ac promptus est animus, sic mollis ac
(8) minime resistens ad calamitates perferendas mens eorum est.
4. (9) Cognovert enim, magnam partem equitatus ab iis aliquot diebus ante praedandi
(10) frumentandique causa ad Ambivaritos trans Mosam missam.
5. Select a gerund and give its grammatical construction.
6. Select a gerundive and give its grammatical construction.
7. Give the principal parts of (a) *debere* (line 3); (b) *victam* (line 4); (c) *resistens* (line 11);
(d) *perferendas* (line 11); (e) *missam* (line 15).
8. Give the syntax of (a) *bello* (line 4); (b) *imperium* (line 2); (c) *legibus* (line 4); (d)
opinionem (line 5); (e) *calamitates* (line 11).
9. Give the mode and the reason for the same of (a) *venisset* (line 5); (b) *dicerent* (line 8).
10. Write in Latin: At first both on account of the multitude of the enemy and on account of their remarkable reputation for valor, Caesar decided to refrain from battle.

French.

Translate :

EXTASE.

- 1-2. (1) J'étais près des flots, par une nuit d'étoiles,
 (2) Pas un nuage aux cieux, sur les mers pas de voiles,
 (3) Mes yeux plongeaient plus loin que le monde réel.
 (4) Et les bois, et les monts, et toute la nature,
 (5) Semblaient interroger dans un confus murmure
 (6) Les flots des mers, les feux du ciel.

- (7) Et les étoiles d'or, légions infinies,
 (8) A voix haute, à voix basse, avec mille harmonies,
 (9) Disaient, en inclinant leurs couronnes de feu:
 (10) Et les flots bleus, que rien ne gouverne et n'arrête,
 (11) Disaient en recourbant l'écume de leur crête:
 (12) "C'est le Seigneur, le Seigneur Dieu!"

—[Victor Hugo.]

Translate:

LA DUCHESSE DE WITTEMBERG.

- 3-5. (1) Conrad III, qui avoit été élu empereur en 1138, assiégeoit Weinsperg, petite ville des
 (2) états du duc de Wittemberg, en Allemagne. Ce duc, qui s'étoit vivement opposé à
 (3) l'élection de Conrad, et qui avoit même refusé de le reconnoître, se tenoit avec sa
 (4) femme renfermé dans cette ville. Il en soutint le siège avec une bravoure héroïque,
 (5) et ne céda qu'à la force. L'empereur, irrité, vouloit mettre tout à feu et à sang;
 (6) cependant il fit grâce aux femmes, et leur permit de sortir, et d'emporter avec elles
 (7) tout ce qu'elles avoient de plus précieux. L'épouse du duc profita aussitôt de cette
 (8) permission pour sauver les jours de son mari. Elle le prit sur ses épaules. Toutes
 (9) les femmes de la ville en firent autant; et Conrad, les vit sortir ainsi chargées, la
 (10) duchesse à leur tête. Il ne put tenir contre un spectacle si intéressant et cédant à
 (11) l'admiration qu'il lui causoit, il fit grâce aux hommes en faveur des femmes.—La ville
 (12) fut sauvée.

Translate :

6. (1) Adieu, charmant pays de France,
 (2) Que je dois tant chérir!
 (3) Berceau de mon heureuse enfance,
 (4) Adieu! te quitter, c'est mourir.

—[Beranger.]

TRANSLATE INTO FRENCH:

7. (a) Who is this boy?
 (b) He is an unhappy man.
 (c) John, make a fire in my chamber.
 (d) At what hour do you rise?
 (e) I am very happy to see you. When did you return?
8. Give the principal parts of (a) semblaient (1-2, line 5); (b) soutint (3-5, line 4); (c) prit (3-5, line 9); (d) mourir (6, line 4).
9. (a) Select from the exercises two adjectives and give comparison of each; (b) account for the *e* in plongeaint (1-2, line 3); (c) decline the pronoun of the first person.
10. Select from the exercises above and tell what each modifies (a) two prepositional phrases; (b) two adverbial phrases.

GERMAN.

1-4. TRANSLATE:

Der reichste Fürst.

Preisend mit viel schönen Reden
 Ihrer Länder Werth und Zahl
 Saßen viele deutsche Fürsten
 Einst zu Worms im Kaiserstuhl.

„Herrlich,“ sprach der Fürst von Sachsen,
 „Ist mein Land und seine Macht,
 Silber hegen seine Berge
 Wohl in manchem tiefen Schacht.

„Seht mein Land in üpp'ger Fülle,“
 Sprach der Kurfürst von dem Rhein,
 „Goldne Saaten in den Thälern,
 Auf den Bergen edlen Wein!“

„Große Städte, reiche Klöster“
Ludwig, Herr zu Baiern, sprach,
„Schaffen, daß mein Land den euern
Wohl nicht steht an Schätzen nach.“

Eberhard, der mit dem Barte,
Württembergs geliebter Herr,
Sprach: „Mein Land hat kleine Städte,
Trägt nicht Berge silberschwer.“

Doch ein Kleinod hält's verborgen:
Daß in Wäldern noch so groß
Ich mein Haupt kühnlich legen
Jedem Unterthan in Schooß!“

Und es rief der Herr von Sachsen,
Der von Baiern, der vom Rhein:
„Graf im Bart, Ihr seid der reichste,
Euer Land trägt Edelstein!“

Justinus Kerner.

Weisheit.

5. Als man Thales fragte, was das schwierigste und was das leichteste Ding in der Welt sei, antwortete er. Das schwierigste ist, sich selbst kennen zu lernen, und das leichteste, an den Handlungen anderer Tadel zu finden.

Länder, Kaisersaal, Fürst, Berge, Rhein, Wein, Barte, Kleinod, Unterthan, Edelstein. saßen; ist; seht; trägt; hält's. sei?

- 6, 7. Classify with reference to gender the following nouns in the first selection:
8. Give the principal parts of (a)
9. (a) In the second selection, what part of the verb is sei? (b) Exp'ain its use in this case?
10. Translate into German (a) I want to speak to you. (b) Have you been to Chicago this summer? (c) Yes, I went by boat and enjoyed the entire trip.

* 2. TABULATED STATEMENT OF STATE EXAMINATIONS, 1893.

Place.	NAME OF EXAMINERS.	Number of new candidates.	Number of candidates who had previously appeared.	Total number examined.	Number to whom certificates were granted, 1893.
Albany	Jacob H. Mann	5	9	14	1
Buffalo	Dr. James S. Cassety	5	9	14	2
Elmira	Welland Hendrick	7	14	21	6
Newburgh	Thomas E. Finegan	6	4	10	2
New York	Henry R. Sanford	16	14	30	4
Ogdensburg	Elisha Curtiss .....	....	8	8	.....
Oneonta	Grace B. Latimer	1	6	7	1
Rochester	N. D. DeGraff	6	8	14	4
Syracuse	Isaac H. Stout	11	14	25	4
Utica.	John L. Sweeney	5	9	14	1
Watertown	A. C. McLachlan.	6	4	10	.....
Total		68	99	167	25

* Fifteen candidates who entered the examinations for the first time failed to attain the required standing to entitle them to a *partial certificate*. Eighteen candidates, having had three trials, failed to attain the required standing to entitle them to a *State certificate*.

3. LIST OF SUCCESSFUL COMPETITORS FOR STATE
CERTIFICATES, 1893.

Following is a list of persons to whom State certificates were issued
during 1893.

NAME.	Post-office address.	County.
*Joseph C. A. Mertens.....	Troy, N. Y.....	Rensselaer.
Anna S. Joslin.....	Springville, N. Y.....	Erie.
Libbie C. McElroy.....	Bliss, N. Y.....	Wyoming.
Oscar Granger.....	Tioga Center, N. Y.....	Tioga.
Helena H. Haight.....	Watkins, N. Y.....	Schuyler.
Frank H. Hausner.....	Dundee, N. Y.....	Yates.
Minnie M. Mills.....	Owego, N. Y.....	Tioga.
Cora B. Storm.....	Owego, N. Y.....	Tioga.
George D. Sykes.....	Berkshire, N. Y.....	Tioga.
L. Gertrude Horton.....	East Fishkill, N. Y.....	Dutchess.
Margaret Lenahan.....	Peekskill, N. Y.....	Westchester.
Alice S. Cavarly.....	Tarrytown, N. Y.....	Westchester.
Wm. Albert Crane.....	Stapleton, N. Y.....	Richmond.
Mary A. Honnell.....	Long Island City.....	Queens.
Albert Manning.....	Newark, N. J.....	.....
Wm. J. Hinman.....	Afton, N. Y.....	Chenango.
Rose G. Brundage.....	Sodus, N. Y.....	Wayne.
Ulysses G. Bates.....	Richmondville, N. Y.....	Schoharie.
Ella May Edwards.....	Halley, N. Y.....	Orleans.
Eilen Louise Kelley.....	Newark, N. Y.....	Wayne.
*Jane A. Housley.....	Oneida, N. Y.....	Madison.
Agnes L. Henney.....	Baldwinsville, N. Y.....	Onondaga.
Sylvester R. Shear.....	Pulaski, N. Y.....	Oswego.
Mrs. F. C. Whitney.....	Red Creek, N. Y.....	Wayne.
Wm. Barton Wells.....	Perryville, N. Y.....	Madison.

4. STATISTICAL TABLE — STATE CERTIFICATES.

The following table shows the number of persons examined, and the number who have
passed the examinations since the law was enacted, June 9, 1875, whereby State certificates are
granted only upon examination, instead of upon recommendation, as formerly:

YEARS.	Number examined.	Number passed.
1875.....	9	4
1876.....	47	21
1877.....	†25	11
1878.....	27	14
1879.....	46	30
1880.....	47	20
1881.....	34	12
1882.....	30	7
1883.....	63	19
1884.....	71	22
1885.....	111	21
1886.....	126	34
1887.....	180	40
1888.....	376	64
1889.....	300	71
1890.....	250	27
1891.....	223	36
1892.....	182	29
1893.....	167	25
Total.....	2,314	507

* These candidates honored themselves by passing the entire examination in one trial.
† Estimated.

5. CIRCULAR, REGULATIONS, AND PROGRAM.

Examinations for State Certificates, 1894.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE,
ALBANY, September 1, 1893. }

Under the authority of chapter 567 of the Laws of 1875, which provides that State certificates may be granted by the State Superintendent of Public Instruction "only upon examination," and which authorizes the State Superintendent to "appoint times and places for holding such examinations at least once in each year," I have directed that examinations of applicants for State certificates be held on Monday, Tuesday, Wednesday, Thursday and Friday, August 20, 21, 22, 23 and 24, 1894, at the following places:

Albany, at High School building.	Ogdensburg, at the Academy.
Buffalo, at Normal School building.	Oneonta, at the Normal School building.
Elmira, at the Academy chapel.	Rochester, at High School building.
Newburgh, at the Newburgh academy.	Syracuse, at High School building.
New York, at the College for the Training of	Utica, at High School building.
Teachers, No. 9 University place.	Watertown, at High School building.

At the conclusion of the examinations all papers submitted will be forwarded to this Department. These papers will be carefully examined, and such of the candidates as shall have given satisfactory evidence of their learning, ability, experience and good character will receive certificates entitling them to teach for life in any of the public schools of the State.

In order to be admitted to the examinations, candidates must have had two years' successful experience in teaching, and must be present in the beginning of the examination.

SUBJECTS FOR EXAMINATION.

Group 1.

Algebra, arithmetic, American history, geography, grammar and analysis, orthography, penmanship, physiology and hygiene.

Group 2.

Astronomy, bookkeeping, botany, chemistry, civil government and school law, composition and rhetoric, drawing, general history, general literature, geology, methods and school economy, philosophy of education, plane geometry, physics, zoölogy.

NOTE.—Latin through the first three books of Cæsar's Commentaries, or the ability to read at sight French or German, written in plain style, will be accepted in place of zoölogy or astronomy,

A standing of at least seventy-five per cent is required in each of the subjects of Group I, and an average standing of at least seventy-five per cent in the subjects of Group II, but no paper showing a standing of less than fifty per cent will be considered in this average.

All candidates who attain the required percentage in five or more of the designated subjects in addition to orthography and penmanship, but not in all, will be credited at this Department for those studies in which they shall have passed, and a partial certificate to that effect will be mailed to each candidate. On passing the required percentage in the remaining designated subjects at any subsequent examinations, held not later than the second year thereafter, they will be entitled to receive State certificates. This gives to candidates opportunity for three distinct yearly trials.

In the uniform examinations, school commissioners will recognize "partial certificates," issued not more than five years previously, in all subjects in which candidates have attained seventy-five per cent.

The examinations will be open to candidates residing in any part of the State and to such residents of other states as shall declare it to be their intention to teach in this State.

Attention is directed to the following extract from section 15 of title 1 of the Consolidated School Act of 1864, as amended by section 5, chapter 567 of the Laws of 1875, relating to the powers of the State Superintendent of Public Instruction, touching this subject: "He may grant under his hand and seal of office a certificate of qualification to teach, and may revoke the same. While unrevoked, such certificate shall be conclusive evidence that the person to whom it was granted is qualified by moral character, learning, and ability, to teach any common school in the State. Such certificate may be granted by him only upon examination." There can be no evasion of this law, and no certificate will be granted in any case except in conformity with its provisions.

It is the intention of this Department to make these examinations a thorough test of merit. No "catch questions" will be introduced, but the examinations will be sufficiently rigid to prove the ability of the applicant, to the end that a State certificate, when granted shall be the most signal honor that is bestowed upon the progressive teachers of the Commonwealth.

Commissioners, city superintendents, academic principals, and institute conductors are requested to give all possible publicity to this circular among teachers of their acquaintance who may desire to take this examination, and to invite the coöperation of the press in calling the attention of the public to the dates of the examinations, and to the plans and regulations adopted.

SPECIAL INFORMATION TO CANDIDATES.

Candidates should aim to acquire not merely certain facts, but the well digested knowledge and analytic power that will fit them to guide, criticise and instruct their pupils successfully.

When explanations are required, they should be given with the same clearness, system and thoroughness that a competent teacher would use in instructing a class. All work should be of the best quality. The papers will be criticised as the work of teachers — not as that of mere pupils.

The scope of the examination will correspond to the subject-matter of the ordinary textbooks. The following special suggestions are given to emphasize certain points and to indicate the work required:

Candidates should examine each question with great care and fully answer it, but should write no more than is necessary. Quantity will not be allowed as a substitute for quality.

In arithmetic the candidate should be familiar with the analysis of problems and deduction of rules, particularly in the elementary operations, common and decimal fractions, percentage and its applications, ratio and proportion, and mensuration, and should give strict attention to arithmetical theory as well as practice. The composition of problems to illustrate rules or principles may be required.

In algebra pay special attention to the laws of signs and exponents, the transformations of equations, factoring, the derivation of rules in the various operations, quadratic equations, radical quantities, proportion, square and cube roots, and the expansion of binomials, with or without numeral or literal, positive or negative coefficients and exponents, by the binomial theorem.

In geometry, note especially,—(a) general propositions; (b) the solution of arithmetical and algebraic problems involving geometrical principles, particularly in relation to the right-angled triangle, squares, rectangles, circles, areas of similar figures compared, and proportional lines; (c) actual and accurate constructions with dividers and ruler will be required.

In grammar and analysis, note the proper use of capital letters, abbreviations and marks of punctuation, the definition of terms, parts of speech and their modifications, inflections, rules of syntax, the analysis of sentences, including principal and subordinate clauses and the modifiers of the different parts composing the same, and constructive work illustrating any of the foregoing.

In drawing, attention should be given to the study as considered from an educational point of view, together with its application to the practical uses of life. In the mechanical department, accuracy and correct methods should be studied; while in free-hand work from the object, relative proportion of parts should be most carefully looked after. Note well that geometric form is the basis of all industrial drawing. In design give special attention to the principles of decoration. A knowledge of the prismatic colors and their elementary combinations will be required. Sketching from familiar and convenient objects may form a portion of the examination in this subject.

In geography, include all important facts and discoveries up to the present time, giving special attention to the State of New York.

In history, note important events, their causes and results. In the examination in American history for 1894, three questions will refer to the history of the State of New York from its early settlement to the present time. In the examination in general history for 1894, the special field will be the period since the fall of the Eastern Empire.

The examination in general literature for the year 1894 will be limited to Shakspeare's "Twelfth Night," Goldsmith's "Traveller" and "Deserted Village," and Emerson's "Representative Men," together with the literary and personal character of their respective authors.

In the natural sciences, book-keeping, composition and rhetoric, the ordinary text-books will furnish all needed information.

In civil government special attention will be given to the constitution of the United States and of the State of New York.

In school law give special attention to the rules and regulations of the Department of Public Instruction.

Candidates are required to fill out a copy of the following statement before entering upon an examination :

STATEMENT OF CANDIDATE.

Candidates who have received partial certificates for previous examinations (within two years), will submit them with this statement to be transmitted to the State Superintendent. They will be returned with the new partial certificate, or with the State certificate, if issued.

Examination held at August 20 to 24. 1894.

Full name
Residence
P. O. address
Age years.

Successful experience in teaching years.

* Give three references as to experience, with names and post-office address.

Is this your first examination for a State certificate?

If not, when and where have you been present at previous examinations?

* Give three references as to moral character, with names and post-office addresses.

If you are not a resident of the State of New York, do you intend to follow teaching in this State?

I hereby certify that the foregoing statement is correct in every particular.

Signature of candidate.....

(Copies of the above statement will be supplied at the examinations.)

GENERAL REGULATIONS.

1. The printed questions will be sent to the examiners in sealed envelopes, and these will be first opened in the presence of the class at the time indicated in the accompanying program for the examination in each subject.

2. For evidence as to good character and successful experience, reference may be made to School Commissioners, city superintendents, principals of academies and high schools.

3. All applicants presenting themselves for the first time must be present Monday afternoon, August 20, and must register their names and give such other information as the examiners may require before taking a question paper. Candidates who have passed in a part of the subjects at a previous examination need be present on the half-days only on which examinations occur in those subjects which they intend to take at this examination; but they must be present at the beginning of such half-day session and should bring with them all partial certificates obtained at previous examinations.

4. The examination in each subject is restricted to the half-day designated in the accompanying program.

5. Penmanship will be judged from the papers on geography.

6. In the solution of all problems every process should be indicated. The simple answer, without the process by which it was obtained, will not be accepted.

7. Candidates will be informed by mail, as early as practicable, of the results of the examination.

8. Candidates will not be permitted to take to the examination room books or papers of any description.

* Candidates entering the examination for the first time may submit letters in reference to experience and moral character, attaching the same to this statement.

9. Collusion or communication between candidates during the examinations or willful misrepresentation in statements furnished will wholly vitiate their examination.

All statements and answers must be written with ink.

Legal-cap paper, pens, pencils and memorandum pads will be supplied by the Department.

Candidates are requested to make themselves thoroughly familiar with the above regulations.

PROGRAM OF EXAMINATION, 1894.

Monday, August 20.

2 to 5 P. M. Registering; grammar; civil government and school law.

Tuesday, August 21.

9 A. M. to 12 M. Arithmetic; American history.

2 to 5 P. M. Composition and rhetoric; geology; chemistry.

Wednesday, August 22.

9 A. M. to 12 M. Algebra; general literature.

2 to 5 P. M. Geography; methods and school economy; orthography.

Thursday, August 23.

9 A. M. to 12 M. Geometry; physics.

2 to 5 P. M. Drawing; botany.

Friday, August 24.

9 A. M. to 12 M. Physiology and hygiene; bookkeeping.

2 to 5 P. M. General history; zöology; astronomy; Latin, French or German as a substitute for zöology or astronomy.

J. F. CROOKER,

State Superintendent.

EXHIBIT NO. 14.

State Scholarships in Cornell University.

1. DEPARTMENT CIRCULAR TO SCHOOL COMMISSIONERS AND CITY SUPERINTENDENTS FOR 1894.
 2. QUESTIONS SUBMITTED AT EXAMINATIONS, JUNE 3, 1893.
 3. COMPLETE LIST OF STATE SCHOLARS, 1893.
 4. TABLE SHOWING NUMBER OF CANDIDATES EXAMINED AND APPOINTED, 1893.
 5. LIST OF STATE SCHOLARS OF 1892, WHO ARE NO LONGER STUDENTS IN THE UNIVERSITY.
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EXAMINATIONS FOR STATE SCHOLARSHIPS IN CORNELL UNIVERSITY.

THE LAW—REGULATIONS—INSTRUCTIONS TO EXAMINERS.

STATE OF NEW YORK.

DEPARTMENT OF PUBLIC INSTRUCTION,

OFFICE OF STATE SUPERINTENDENT,

ALBANY, October 1, 1893.

To School Commissioners and City Superintendents:

The competitive examination of candidates for the State Scholarships in Cornell University, provided for by chapter 291 of the Laws of 1887, will be held in each county on Saturday, June 2, 1894, commencing at 9 00 A. M. The examination will be in charge of the City Superintendents and the School Commissioners in each county, under such regulations as may be agreed upon to secure an examination which shall be fair in all respects. Village Superintendents are not authorized to act.

THE LAW.

Following is the law as amended by chapter 291 of the Laws of 1887:

§ 9. The several departments of study in the said university shall be open to applicants for admission thereto at the lowest rates of expense consistent with its welfare and efficiency, and without distinction as to rank, class, previous occupation or locality. But, with a view to equalize its advantages to all parts of the State, the institution shall receive students to the number of one each year from each assembly district in this State, to be selected as hereinafter provided, and shall give them instruction in any or in all the prescribed branches of study in any department of said institution, free of any tuition fee or of any incidental charges to be paid to said university, unless such incidental charges shall have been made to compensate for material consumed by said students, or for damages needlessly or purposely done by them to the property of said university. The said free instruction shall, moreover, be accorded to said students in consideration of their superior ability and as a reward for superior scholarship in the academies and public schools of this State. Said students shall be selected as the Legislature may from time to time direct, and until otherwise ordered, as follows:

1. A competitive examination, under the direction of the Department of Public Instruction, shall be held at the county court-house in each county of the State, upon the first Saturday of June, in each year, by the city superintendents and school commissioners of the county.

2. None but pupils of at least sixteen years of age and of six months' standing in the common schools or academies of the State, during the year immediately preceding the examination, shall be eligible.

3. Such examination shall be upon such subjects as may be designated by the president of the university. Question papers prepared by the Department of Public Instruction shall be used, and the examination papers handed in by the different candidates shall be retained by the examiners and forwarded to the Department of Public Instruction.

4. The examiners shall, within ten days after such examination, make and file in the Department of Public Instruction, a certificate in which they shall name all the candidates examined and specify the order of their excellence, and such candidates shall, in the order of their excellence, become entitled to the scholarships belonging to their respective counties.

5. In case any candidate who may become entitled to a scholarship shall fail to claim the same or shall fail to pass the entrance examination at such university, or shall die, resign, absent himself without leave, be expelled or for any other reason shall abandon his right to or vacate such scholarship either before or after entering thereupon, then the candidate certified to be next entitled in the same county shall become entitled to the same. In case any scholarship belonging to any county shall not be claimed by any candidate resident in that county, the State superintendent may fill the same by appointing thereto some candidate first entitled to a vacancy in some other county, after notice has been served on the superintendent or commissioners of schools of said county. In any such case the president of the university shall at once notify the Superintendent of Public Instruction, and that officer shall immediately notify the candidate next entitled to the vacant scholarship, of his right to the same.

6. Any State student who shall make it appear to the satisfaction of the president of the university that he requires leave of absence for the purpose of earning funds with which to defray his living expenses while in attendance, may, in the discretion of the president, be granted such leave of absence, and may be allowed a period not exceeding six years from the commencement thereof for the completion of his course at said university.

7. In certifying the qualifications of the candidates, preference shall be given (where other qualifications are equal) to the children of those who have died in the military or naval service of the United States.

8. Notices of the time and place of the examinations shall be given in all the schools, having pupils eligible thereto, prior to the first day of January in each year, and shall be published once a week for three weeks in at least two newspapers in each county immediately prior to the holding of such examinations. The cost of publishing such notices and the necessary expenses of such examinations shall be a charge upon each county respectively, and shall be audited and paid by the board of supervisors thereof. The State Superintendent of Public Instruction shall attend to the giving and publishing of the notices hereinbefore provided for. He may, in his discretion, direct that the examination in any county may be held at some other

time and place than that above specified, in which case it shall be held as directed by him. He shall keep full records in his department of the reports of the different examiners, showing the age, postoffice address and standing of each candidate, and shall notify candidates of their rights under this act. He shall determine any controversies which may arise under the provisions of this act. He is hereby charged with the general supervision and direction of all matters in connection with the filling of such scholarships. Students enjoying the privileges of free scholarships shall in common with the other students of said university be subject to all the examinations, rules and requirements of the board of trustees or faculty of said university except as herein provided.

NOTICE OF EXAMINATION.

Notice of this examination is to be published once a week for three weeks prior thereto in two newspapers in each county. At the proper time you will advise with the other officers, who with you are to have charge of the examination in your county, and will jointly prepare, sign and publish the required notice. A form of notice for publication, which may be used, will be found on the last page of this communication. You will instruct publishers of newspapers to forward their bills for such publication to the board of supervisors of your county, as the law makes the cost of publication a county charge. In addition to the newspaper notice required by law, please endeavor to procure general newspaper comment upon the matter, and otherwise exert every reasonable effort to bring the examination to the attention of all schools having eligible candidates.

It is the purpose of the law to cause the free scholarship privileges to be brought to the attention of the people of the State, and to hold them as prizes before all the pupils of the academies and common schools, who are desirous of obtaining a collegiate education, to the end that the scholarships may be filled, and that the opportunities which they offer may be brought to as many as possible of the most deserving children of the commonwealth.

WHERE EXAMINATIONS MAY BE HELD.

While the law provides that the examination shall be held at the county court house, in each county, it, at the same time, permits it to be held elsewhere by the direction of the Superintendent of Public Instruction. It is the evident purpose of the law to provide at least one place where the examination may of right be held; hence the court house is designated. It would undoubtedly be better to hold the examination in a school building in all cases where the local school officers will consent thereto, which they will undoubtedly do in most instances. Where such consent is obtained, you may insert such place in the notice without communicating with the department for direction in the premises. No expense must be incurred on this account however. Unless school buildings are offered free of cost, the examination will be held at the county court house.

HOW QUESTION PAPERS WILL BE SENT.

In all counties having but one school commissioner, printed question papers, answers, blank forms for reports, blank statements of candidates, etc., will be forwarded to him on the twenty-fifth day of May next. In counties having two or more school commissioners, or one or more city superintendents, they will confer together and advise me promptly to whom the question papers, etc., should be sent.

SPECIAL ATTENTION.

Examiners will call the attention of all interested to the following :

1. Candidates must be actual residents of this State.
2. Candidates must be at least sixteen years of age.
3. Candidates must show that they have attended a common school or academy of this State for at least six months during the year immediately preceding the date of the examination. Teaching cannot be considered equivalent to attendance. Attendance at private schools or in normal departments of normal schools does not comply with the provisions of the law.
4. Candidates should in all cases attend the examinations in the counties in which they actually reside. The claims of any candidates who attend examinations in counties in which they do not reside can not be considered until the claims of actual residents of such counties are determined.
5. No person should enter an examination unless prepared to accept a scholarship, should one be awarded.
6. No person can receive a Cornell State scholarship who does not enter an examination.
7. Any person appointed to a scholarship and afterwards declining the same, forfeits it absolutely, and the vacancy is filled from the list of other eligible candidates. The candidate is eligible, however, to enter a succeeding examination by meeting the conditions required.
8. Candidates failing to receive scholarships should hold themselves in readiness to appear at the University examinations in September. In case persons receiving scholarships fail to pass the entrance examinations, others who do pass may be appointed in their places. No direct assurance can be given that a scholarship can be awarded, as there may be no vacancies.

SUBJECTS FOR EXAMINATION.

The president of Cornell University has designated the following subjects for the examination of 1894, viz : English, algebra, arithmetic, and plane geometry, and either Latin, French or German, at the option of the candidate.

SCOPE OF SUBJECT MATTER.

In *English*. The candidate will be required to write a short English composition,—correct in spelling, punctuation, grammar, division by paragraphs, and expression,—upon one of several subjects announced at the time of the examination.

For 1894 : Shakespeare's Julius Cæsar and Merchant of Venice, Scott's Lady of the Lake, Arnolds' Sohrab and Rustum, the Sir Roger de Coverley Papers in the Spectator, Macaulay's second Essay on the Earl of Chatham, Emerson's American Scholar, Irving's Sketchbook, Scott's Abbot, Dickens' David Copperfield.

In algebra, through quadratic equations. and including radicals and the theory of exponents; as much as is contained in the corresponding parts of the larger treatises of Newcomb, Olney, Ray, Robinson, Todhunter, Wells, Wentworth, or of Charles Smith's Elementary Algebra, or Hall and Knight's Elementary Algebra.

In arithmetic, including the metric system of weights and measures; as much as is contained in the larger text-books.

In plane geometry, as much as is contained in the first six books of Elementary Geometry.

In Latin, four books of Cæsar's Commentaries or an equivalent, with a good knowledge of the grammar.

In French: the amount of French necessary would be represented by the whole of Whitney's Practical French Grammar, and by the first hundred pages of Super's French Reader, and the whole of Crane and Brun's Tableaux de la Révolution Française.

In German: the amount of German necessary would be represented by the reading matter in Brandt's Reader, or by the larger portion of Whitney's Reader, and by the amount of grammar in Brandt's, Joyne's, Messiner's or Whitney's Grammar. Preparations by the so-called "natural" method should be supplemented by a thorough drill in syntax.

METHOD OF CONDUCTING THE EXAMINATIONS.

It is suggested that the manner of procedure be as follows:

Upon calling the class to order, have each member to fill out with ink, in his own handwriting, the blank statement of name, residence, postoffice address, etc. Collect the same and dismiss any candidate whose statement does not indicate his eligibility to the scholarship under the provisions of the statute, and return these certificates with your report.

Next submit the question papers on arithmetic and algebra. Continue the sitting upon the two subjects named without interruption from 9 to 12 o'clock, unless candidates finish prior to that time. Close the sitting at 12 o'clock in any event, having notified the class at the opening that this will be done.

Direct that the candidates write their answers in ink upon legal cap paper, which, together with ink and pens, you will supply to applicants, forwarding your bill for the same, together with the bills for publishing the notices of examination, to the board of supervisors of your county, which is required by the law to audit and pay these necessary expenses. The answers should be numbered to correspond with the questions answered. Keep the answers in each subject upon a sheet of paper by themselves. Cause the candidate to write his name at the upper left-hand corner of each sheet of paper upon which his answers are written.

Let the afternoon sitting for the examination in English, plane geometry, and Latin, French or German, begin at 1.30 and end at 5 o'clock, unless candidates finish their work earlier.

Each answer should be marked upon a scale having a maximum of 10. Each absolutely correct answer would receive ten credits, and a correspondingly less number as it approximated correctness; an absolutely erroneous answer should be marked with a zero. There are twenty-five questions in all. If all were correctly answered the candidate would receive 250 credits, and a correspondingly less number as he approached correctness. The aggregate number of credits received will determine the relative standing of the candidates.

Examiners, immediately upon the close of the examination, will forward to the State Superintendent, at Albany, all papers submitted by candidates in English, Latin, French and German. The papers submitted in these subjects will be marked at the State Department. All papers submitted in other subjects will be marked by the examiners on the above basis.

As soon as may be, and certainly within ten days after the examination, examiners will forward the report of all papers marked by them, signed by all city superintendents and school commissioners to the State Superintendent. All of the answer papers of all the candidates marked by examiners, together with applicants' statements, must be forwarded with the report of the examiners to the Superintendent.

HOW VACANCIES WILL BE FILLED.

The law now authorizes the State Superintendent to fill vacancies arising in any county, by appointing some candidate standing highest on the list in some other county after the quota of scholarships belonging to that other county has been filled. In exercising this power the following system will be followed, of which it may be well to advise the class: The examination papers of the candidates standing highest upon the list in each county (after the appointments have been made from that county) will be classified and arranged in the order of merit, and appointments will be made from this list in the order in which the names stand. If this list should be exhausted, the same course would be pursued as to candidates coming next upon the list in each county. In this way all candidates will secure such rights as their merits entitle them to, the State Superintendent will be relieved from the disagreeable duty of discrimination, and the scholarships will be equitably distributed over the territory of the State.

EXAMINATIONS MUST NOT BE OMITTED.

There may be cases in which the number of candidates who present themselves will be smaller than the number of scholarships belonging to the county, and in such cases it may be thought unnecessary to go through the examination. To take that course would be a mistake. Candidates will become entitled to their scholarships only after the steps indicated by the statute shall have been taken. The law must be fully complied with. Therefore, it is advised that all the proceedings be taken regularly, and that the examination papers be filed in the Department, even though the number should be so small in any county as to remove the necessity for competition between candidates.

ENTRANCE EXAMINATIONS.

The entrance examinations at the University will begin on June eighth and September nineteenth, and will continue five days at each time. Successful candidates must appear at the opening of one or the other of these examinations. For obvious reasons it is desirable that candidates appear at the June examination. In case they fail, those next entitled to their places could then try the September examination. Having this in view, examiners are requested to file their reports with the least possible delay. This Department will notify candidates of the result of the examinations and their rights in the premises.

Very respectfully yours,

J. F. CROOKER,

State Superintendent.

NOTE.—It will be well to read the essential portions of this circular to the class before the examination begins.

FORM OF NOTICE.

(Form of notice to be published in two newspapers in each county, once a week, for three weeks prior to the examination,)

CORNELL UNIVERSITY.

State Scholarships.

(Notice pursuant to chapter 291, Laws of 1887.)

A competitive examination of candidates for the State scholarships in Cornell University falling to the county of..... will be held at the (name the building)..... in the city (or village) of..... on Saturday, the second day of June next, commencing at 9 A. M.

Candidates must be at least sixteen years of age and of six months' standing in the common schools or academies of the State during the present school year.

No person should enter an examination unless prepared to accept a scholarship, should one be awarded.

The examination will be upon the following subjects, viz: English, arithmetic, plane geometry, algebra through quadratic equations, and either Latin, French or German, at the option of the candidate.

There will be as many candidates appointed from this county as there are Assembly districts in the county. Candidates will become entitled to the scholarships in the order of merit.

Dated at....., this.....day of May, 1894.

.....
Superintendent of Schools, City of.....

.....
School Commissioner.....

.....
School Commissioner.....

2. QUESTIONS SUBMITTED AT EXAMINATIONS, JUNE 3, 1893.

A. M.

English.

Write a short English composition upon one of the following subjects:

Scott's Marmion.

Irving's Sketch Book.

Dickens' David Copperfield.

Plane Geometry.

1. Proposition: The angle formed by two secants intersecting without the circumference is measured by one-half the difference of the intercepted arcs.
2. Proposition: The squares of the two diagonals of a rhombus are together equivalent to the squares of the four sides of the rhombus.
3. Problem: Given one of the equal sides of an isosceles triangle and one of its equal angles to construct the triangle.
4. Problem: Given the diagonal of a square to construct the square.
5. Application: The altitudes of two similar triangles are thirty-three and fifty-four feet respectively. Required the ratio of the area of the first triangle to that of the second.

. Translate:

Latin.

- 1 Multo denique die per exploratores Cæsar cognovit, et montem a suis teneri, et
- 2 Helvetios castra movisse, et Considium timore perterritum, quod non vidisset,
- 3 pro viso renuntiasse.

2. Translate:

- 4 His initis consiliis oppida muniunt, frumenta ex agris in opida comportant
- 5 naves in Venetiam, ubi Cæsarem primum esse bellum gesturum constabat, quam
- 6 plurimas possunt, cogunt.

3. Give the case and the reason for the same of (a) *Considium* (line 2); (b) *consiliis* (line 4); (c) *naves* (line 5).
4. Give the principal parts of (a) *cognovit* (line 1); (b) *vidisset* (line 2); (c) *cogunt* (line 6).
5. Select two verbs in the infinitive mood, one in the indicative and one in the subjunctive.

French.

ATTACHEMENT D'UN PAGE POUR SON MAÎTRE.

- 1 En 1565 les rebelles assiégèrent le palais de l'empereur du Japon, y mirent le feu, et
- 2 obligèrent l'empereur à chercher son salut dans la fuite. Les rebelles le poursuivent,
- 3 Patteignent, le combattent; et l'empereur, accablé par le nombre, ayant perdu le peu de
- 4 monde qui le défendoit, tombe et meurt sur les corps de ses fidèles sujets. Un seul homme
- 5 restoit de cette troupe malheureuse; c'étoit un page de quatorze ans, qui, combattant
- 6 toujours en désespéré, quoiqu'il seul contre une multitude, avoit déjà, depuis la mort de son
- 7 maître, tué un grand nombre d'ennemis. Les rebelles, frappés de sa bravoure, l'entourèrent,
- 8 firent cesser le combat, mirent les armes bas, et lui offrirent la vie et la liberté: "Non, non,"
- 9 s'écria le page, "ne pouvant venger mon maître, je dois le suivre, la vie ne seroit qu'un
- 10 opprobre pour moi si je la devois à ses assassins." En achevant ces mots, il se frappe et va
- 11 expirer sur le corps de son empereur.

Assiégèrent-besieged, chercher-sseek, accablé-overwhelmed, malheureuse-unhappy, toujours-still, quoique-although, depuis-since, frappe-struck.

1 and 2. Translate the above.

- 3 Select from the above (a) three nouns in the plural and give the singular of each; (b) three in the singular and give the plural of each.
- 4 (a) Distinguish between combattent (line 3) and combattant (line 6). (b) Give the infinitive, present and past participles, present indicative 1st person singular, and imperative 2d person plural of "frappe" line 11).
- 5 Translate into French: (a) Your master loves you, therefore you should love him. (b) Do you intend visiting Chicago?

German.

Die zwei Wanderer.

- 1) Zwei Wanderer zogen gemeinsam über Land. Und als sie unterwegs anruhten
 2) in einer Herberge, erscholl plötzlich ein Geschrei, daß eine Fenersbrunst im Dorfe
 3) sei. Da sprang der eine Wanderer auf, warf seinen Stab und Bündel von sich.
 4) um eilends zu helfen; der andere aber hielt ihn zurück und sprach: Weshalb sollen
 5) wir hier verzögern? Sind nicht Hände genug zum Helfen? Was kümmern uns die
 6) Fremden! Aber jener hörte nicht auf die Reden, sondern lief hinaus nach dem bren-
 7) nenden Hause; nun folgte der andere langsam und stand und sah zu von ferne.
 8) Vor dem brennenden Hause aber stand eine Mutter, wie erstarrt und rief: Meine
 9) Kinder! meine Kinder! Als der Fremdling solches hörte, sprang er in das brennende
 10) Haus zwischen die frachenden Balken, und die Flamme schlug um ihn her und über
 11) ihm zusammen. Das Volk aber rief: Der ist verloren! Als man aber harrete eine
 12) Weile, siehe, da trat er hervor mit versenktem Haare und trug zwei Kindlein auf
 13) den Armen und brachte sie der Mutter. Da umarmte sie die Kinder und fiel dem
 14) Fremdlinge zu Füßen. Dieser aber hob sie tröstend auf, und unterdessen stürzte
 15) das ganze Haus zusammen. Als nun sein Gefährte sagte: Wer ließ dich doch ein so
 16) kühnes Wagstück beginnen? antwortete er: Der Herr des Feners, der auch des
 17) Hauses Herr und der Kinder Vater und Retter ist, der hat mir's befohlen in mei-
 18) nem Herzen.

1 and 2. Translate the above.

3. Give principal parts of the following verbs: (a) zogen (line 1); (b) erscholl (line 2); (c) lief (line 6); (d) rief (line 8); (e) stürzte (line 14).

4. Decline in both numbers (a) der wanderer (line 3); (b) Hände (line 5); (c) Meine Kinder (line 9); (d) dich (line 15); (e) der (line 17).

5. Translate into German the following:

(a) Good morning, madam; I will be back in an hour.

(b) Are you going to the city to-day?

(c) I should like to visit Chicago this summer.

Arithmetic.

P. M.

1. (a) Reduce the couplet $\frac{4}{5} : 7\frac{8}{11}$ to the integral form in its lowest terms. (b) Find an exact divisor of $\frac{1}{4}\frac{7}{6}$, and perform the division.
 2. Find the *exact* interest on \$475 from March 25, 1893, until to-day at 6% per annum.
 3. (a) Extract the square root of $\frac{4}{5}$, correct to three decimal places. (b) If the fifth power of a certain number and also its seventh power be known, how may the twelfth power of that number be found?
 4. A note for \$150, given to-day in Albany, N. Y., for three months, matures when? If discounted to-day at bank, what are the proceeds?
 5. In the metric system what denomination is used to express the measure of articles that according to the English system are measured by (a) the bushel; (b) the avoirdupois pound; (c) the mile; (d) the gallon; (e) the grain? Reduce 10 liters to quarts liquid measure.

Algebra.

1. Find the prime factor of $6x^6 - 6$.
 2. Find the values of x , y and z in the equations:

$$\frac{5}{x} - \frac{8}{y} = 2\frac{3}{8},$$

$$\frac{6}{x} + \frac{12}{z} = 2\frac{5}{6},$$

$$\frac{14}{y} + \frac{6}{z} = 2\frac{3}{5}.$$

3. An orchard containing 391 trees has six more rows than trees in a row. How many trees in a row?
 4. Find the sum of $2\sqrt{\frac{3}{4}}$, $3\sqrt{\frac{1}{3}}$, $4\sqrt{3}$.
 5. The sum of two numbers is 17, and the differences of their squares is 85. What are the numbers?

3. COMPLETE LIST OF STATE SCHOLARS AT CORNELL UNIVERSITY, APPOINTED UPON EXAMINATIONS HELD JUNE 3, 1893.

NAME.	County appointed for.	County of residence.
Thomas J. Loomie.....	Albany	Albany.
Walter J. Fitzpatrick.....	Albany	Albany.
Gertrude E. Hall.....	Albany	Albany.
James Fitzpatrick.....	Albany	Albany.
John Clayton Hoyt.....	Allegany	Allegany.
Lillian Constance Swift.....	Broome	Broome.
Helen MacCalgrove.....	Cattaraugus.....	Cattaraugus.
Lyndon S. Tracey.....	Cayuga.....	Onondaga.
Clinton Thompson Horton.....	Chautauqua.....	Chautauqua.
Walter H. Atman.....	Chemung	Chemung.
Margaret V. Bliven.....	Chenango	Chenango.
Theodore W. Cady	Clinton	Clinton.
Frederick Browning.....	Columbia.....	Columbia.
Le Roy Graham	Cortland	Cortland.
John L. Harper	Delaware.....	Delaware.
Arthur B. Rider.....	Dutchess	Dutchess.
William Gellert	Dutchess	Dutchess.
Frederick D. Coxlson.....	Erie	Erie.
Howard Owen Cobb	Erie	Erie.
Charles L. McGavern.....	Erie	Erie.
J. E. Stagg	Erie	Erie.
George W. Gressman.....	Erie	Erie.
George Adam Charlton.....	Erie	Erie.
Hamilton B. Moore.....	Essex	Essex.
John Hayes	Franklin	Franklin.
Walter J. Simmer.....	Fulton and Hamilton.....	Fulton & Hamil'n.
Anson H. Higbey.....	Genesee	Genesee.
Mabel V. Root.....	Green	Greene.
Charles Edwards Burrough.....	Herkimer	Herkimer.
Lona Marie Dorr.....	Jefferson	Jefferson.
Harry L. Duncan.....	Kings	Kings.
Emily R. Van Canteran	Kings	Kings.
Clarence E. Kent	Kings	Cattaraugus.
Kenneth G. Glover	Kings	Kings.
Ellis L. Aldrich.....	Kings	Kings.
Joseph W. Beachan	Kings	Kings.
Charles Benham Largelere	Kings	Seneca.
Frederick D. Herbert.....	Kings	Kings.
Oreola Williams	Kings	Kings.
Henry W. Chatfield.....	Kings	Kings.
Louise Rae Murdock.....	Kings	Onondaga.
Geo. H. Vandewalker	Kings	Jefferson.
Charles A. Simmons.....	Kings	Chemung.
Theo. V. Carver.....	Kings	Chautauqua.
Jane E. Dean	Kings	Tompkins.
Geo. O. Schryner.....	Kings	Jefferson.
Letitia E. Young	Kings	Monroe.
Geo. M. Dutcher.....	Kings	Tioga.
Seth Morton Higley.....	Lewis	Lewis.
Arthur L. Strang.....	Livingston.....	Livingston.
John M. Barry	Madison	Madison.
Charles W. D. Parsons	Monroe	Monroe.
Mabel A. Clark	Monroe	Monroe.
Lee Waldorf	Monroe	Wayne.
Minnie Helen Kelsey.....	Montgomery	Montgomery.
Homer Cary Brown.....	New York.....	New York.
Newell Lyon.....	New York.....	New York.
Herman Diederiches	New York.....	Herkimer.
Mary A. Godfred.....	New York.....	Seneca.
Elena P. Nearing.....	New York.....	Orange.
Alice Lattin.....	New York.....	Cattaraugus.
Emile D. Martin.....	New York.....	Otsego.
Robert M. Snow.....	New York.....	Oswego.
Henry W. Williams	New York.....	Warren.
Ernest A. Van Vleck.....	New York.....	Wayne.
Sarah Edmond.....	New York.....	Steuben.
W. Stewart Stotloff.....	New York.....	Schuyler.
Harry C. Van Buskirk	New York.....	Allegany.
Andrew J. McIntyre.....	New York.....	Ontario.
Austin J. McMahon.....	New York.....	Broome.
Edward O. Spillman	New York.....	Niagara.
Robert Davidson.....	New York.....	Rensselaer.

LIST OF STATE SCHOLARS.— *Concluded.*

NAME.	County appointed for.	County of residence.
Edward A. Crawford.....	New York.....	Madison.
Oscar Erisman.....	New York.....	Erie.
Charles T. Kittredge.....	New York.....	Livingston.
Florence M. Foster.....	New York.....	Erie.
John W. Ackerman.....	New York.....	Cayuga.
William T. Howell.....	New York.....	Orange.
Albert R. Hatfield.....	New York.....	Oneida.
Harry E. Rowley.....	New York.....	Orleans.
Alten A. Richardson.....	New York.....	Wyoming.
Henry R. Tobey.....	New York.....	Essex.
Harry A. Ives.....	New York.....	Genesee.
David Joyce.....	New York.....	Montgomery.
A. Elizabeth Haworth.....	New York.....	Cortland.
Paul S. Pierce.....	Niagara.....	Niagara.
Benjamin Babbitt.....	Oneida.....	Oneida.
Susan J. Evans.....	Oneida.....	Oneida.
Mark M. O'Dell.....	Onondaga.....	Onondaga.
Willard E. Hotchkiss.....	Onondaga.....	Onondaga.
Byron H. Stebbins.....	Onondaga.....	Herkimer.
Hadley Clinton Case.....	Ontario.....	Ontario.
Leslie R. Palmer.....	Orange.....	Orange.
Augustus Wesley Leinor.....	Orange.....	Orange.
James Mustill Wilson.....	Orleans.....	Orleans.
Daisy M. George.....	Oswego.....	Oswego.
Jessie N. Hitchcock.....	Otsego.....	Otsego.
Homer J. Parker.....	Putnam.....	Orleans.
Arthur Winton Broane.....	Queens.....	Queens.
Elroy T. Agate.....	Queens.....	Monroe.
Walter Henry Whittalk.....	Queens.....	Broome.
Hugh Herbert McClellan.....	Rensselaer.....	Rensselaer.
Edward M. Carpenter.....	Rensselaer.....	Rensselaer.
Charles Kenyon Moulton.....	Rensselaer.....	Rensselaer.
Perley S. Wilcox.....	Richmond.....	Onondaga.
Daniel B. Clark.....	Rockland.....	Genesee.
Eva Markwick.....	St. Lawrence.....	St. Lawrence.
Irwin Esmond.....	Saratoga.....	Saratoga.
Allen C. Enor.....	Schenectady.....	Jefferson.
Sherburne F. Taylor.....	Schoharie.....	Schoharie.
Fred Johnson.....	Schuyler.....	Schuyler.
Sarah Helen Johnston.....	Seneca.....	Seneca.
LeRoy R. Thompson.....	Steuben.....	Steuben.
Jessie Moore Tolmadge.....	Steuben.....	Steuben.
Lulu Lauren.....	Suffolk.....	Cayuga.
Clinton Oliver Tarbox.....	Sullivan.....	Chautauqua.
Edith S. Benjamin.....	Tioga.....	Tioga.
Mary J. Genuing.....	Tompkins.....	Tompkins.
Jacob H. Dealey.....	Ulster.....	Ulster.
Francis C. Merritt.....	Ulster.....	Ulster.
* James C. Wilmarth.....	Warren.....	Warren.
W. A. Shaffer.....	Washington.....	Washington.
Kenneth E. Stuart.....	Wayne.....	Wayne.
Samuel C. Tompkins.....	Westchester.....	Westchester.
Lulu G. Birch.....	Westchester.....	Westchester.
Herbert A. St. George.....	Westchester.....	Westchester.
Reuben H. Farnham.....	Wyoming.....	Wyoming.
Charles E. Cooke.....	Yates.....	Yates.

* Died the last week in October while in the university, and George Nye Halsey, of Tompkins county, was assigned to the vacancy.

4. TABLE SHOWING BY COUNTIES THE NUMBER OF CANDIDATES FOR STATE SCHOLARSHIPS AT CORNELL UNIVERSITY, EXAMINED JUNE 3, 1893, AND NUMBER APPOINTED FROM EACH COUNTY.

COUNTY.	Whole number examined.	Number appointed.	COUNTY.	Whole number examined.	Number appointed.
Albany.....	5	4	Ontario.....	7	2
Allegany.....	7	2	Orange.....	11	4
Broome.....	5	3	Orleans.....	4	3
Cattaraugus.....	7	3	Oswego.....	4	2
Cayuga.....	7	2	Otsego.....	0	2
Chautauqua.....	8	3	Putnam.....	0	0
Chemung.....	5	2	Queens.....	1	1
Chenango.....	1	1	Rensselaer.....	7	4
Clinton.....	2	1	Richmond.....	1	0
Columbia.....	2	1	Rockland.....	1	0
Cortland.....	4	2	St. Lawrence.....	3	1
Delaware.....	2	1	Saratoga.....	2	1
Dutchess.....	2	2	Schenectady.....	0	0
Erie.....	16	8	Schoharie.....	2	1
Essex.....	3	2	Schuyler.....	5	2
Franklin.....	1	1	Seneca.....	4	3
Fulton and Hamilton.....	3	1	Steuben.....	9	3
Genesee.....	6	3	Suffolk.....	1	0
Greene.....	1	1	Sullivan.....	0	0
Herkimer.....	6	3	Tioga.....	6	2
Jefferson.....	5	4	Tompkins.....	21	2
Kings.....	19	8	Ulster.....	3	2
Lewis.....	3	1	Warren.....	3	2
Livingston.....	3	2	Washington.....	3	1
Madison.....	3	2	Wayne.....	7	3
Monroe.....	10	4	Westchester.....	3	3
Montgomery.....	5	2	Wyoming.....	4	2
New York.....	2	2	Yates.....	1	1
Niagara.....	4	2			
Oneida.....	14	3	Total.....	293	128
Onondaga.....	13	5			

5. LIST OF PERSONS WHO RECEIVED CORNELL STATE SCHOLARSHIPS IN 1892, BUT WHO ARE NO LONGER STUDENTS IN THE UNIVERSITY.

NAME.	County appointed for.	Person appointed to fill vacancy.	County of residence.
Frank H. Christopher.....	New York.....	Fred Noe.....	Orange.

EXHIBIT NO 15.

College Graduates' Certificates.

Indorsement of Normal Diplomas and State Certificates
Issued in Other States.

1. LAW OF 1888.
2. LIST OF COLLEGE GRADUATES' CERTIFICATES GRANTED 1893.
3. LIST OF NORMAL DIPLOMAS INDORSED, 1893.

COLLEGE GRADUATES' CERTIFICATES.

INDORSEMENT OF NORMAL DIPLOMAS AND STATE CERTIFICATES ISSUED IN OTHER STATES.

1. THE LAW OF 1888.

The Legislature of 1888 amended by chapter 331, section 15 of title 1, of the "Consolidated School Act" so as to read as follows (amendments in italics) :

§ 15. He (the State Superintendent) may grant, under his hand and seal of office a certificate of qualification to teach, and may revoke the same. While unrevoked, such certificate shall be conclusive evidence that the person to whom it was granted is qualified by moral character, learning and ability to teach any common school in the State. Such certificate may be granted by him only upon examination. He shall determine the manner in which such examination shall be conducted, and may designate proper persons to conduct the same and report the result to him. He may also appoint times and places for holding such examinations, at least once in each year, and cause due notice thereof to be given. *He may also, in his discretion, issue a certificate without examination, to any graduate of a college or university who has had three years' experience as a teacher. Such last-mentioned certificate shall be known as the "college graduate's certificate," and may be revoked at any time for cause. He may also, in his discretion, indorse a diploma issued by a State normal school or a certificate issued by a State Superintendent or State Board of Education in any other State, which indorsement shall confer upon the holder thereof the same privileges conferred by law upon the holders of diplomas or certificates issued by State normal schools or by the State Superintendent in this State. He may also issue temporary licenses to teach, limited to any school commissioner district or school district, and for a period not exceeding six months, whenever, in his judgment, it may be necessary or expedient for him to do so.*

2. LIST OF COLLEGE GRADUATES' CERTIFICATES GRANTED, 1893.

Number.	NAME.	Residence.	Graduated at	Year of graduation.	Date of certificate. 1893.
353.....	George T. Cull.....	Schaghticoke	Colgate University.....	1889.....	March 17
354.....	Julia E. Willard.....	Watertown.....	Cornell University.....	1885.....	August 24
355.....	Cora B. Morrison.....	Canandaigua.....	St. Lawrence University.....	1889.....	August 24
356.....	Frank B. Severance.....	Mexico.....	Hamilton College.....	1887.....	August 24
357.....	Jessie A. Hunt.....	Shekomeko.....	University of Vermont.....	1885.....	August 24
358.....	Arthur M. Curtis.....	Mount Morris.....	Cornell University.....	1889.....	August 24
359.....	Minnie L. Sawyer.....	Canton.....	St. Lawrence University.....	1887.....	August 24
360.....	Arthur J. Clough.....	Florida.....	Boston University.....	1878.....	August 24
361.....	Arthur E. Getman.....	Richfield Springs.....	Hamilton College.....	1884.....	August 24
362.....	Jennie B. Witter.....	Bolivar.....	Alfred University.....	1888.....	August 24
363.....	Charles J. Galpin.....	Belleville.....	Colgate University.....	1885.....	August 24
364.....	William Y. Foote.....	Syracuse.....	Syracuse University.....	1887.....	August 24
365.....	Charles H. Warfield.....	Boonville.....	Hamilton College.....	1889.....	August 24
366.....	Lewis W. Hallock.....	Bridgehampton.....	Mount Union College, Ohio.....	1876.....	August 24
367.....	Martin H. Walrath.....	Troy.....	Syracuse University.....	1889.....	August 24
368.....	William Gaines.....	Brooklyn.....	St. Lawrence University.....	1887.....	August 34
369.....	Lucy S. Bainbridge.....	Syracuse.....	Syracuse University.....	1890.....	August 34
370.....	Elon H. Eaton.....	Canandaigua.....	University of Rochester.....	1890.....	August 24
371.....	Gertrude S. Jones.....	Middletown.....	Wells College.....	1890.....	August 24
372.....	Jesse F. Merritt.....	Crary's Mills.....	St. Lawrence University.....	1889.....	August 24
373.....	Jesse S. Walthart.....	Alexander.....	Hobart College.....	1889.....	August 24
374.....	Dwight B. Williams.....	Earlville.....	Colgate University.....	1889.....	August 24
375.....	Jennie H. Pratt.....	Waverly.....	Elmira College.....	1890.....	August 24
376.....	Eddy R. Whitney.....	Binghamton.....	Hamilton College.....	1889.....	August 24
377.....	Lewis W. Hoffman.....	Warwick.....	Ohio University.....	1890.....	August 24
378.....	Horace H. Southwick.....	Ballston Springs.....	Lafayette College.....	1889.....	November 1
379.....	Carl D. Fehr.....	Ithaca.....	Lafayette College.....	1886.....	November 1
380.....	Belle M. Norton.....	East Aurora.....	Mt. Holyoke Seminary.....	1881.....	November 1
381.....	Frank D. Russell.....	Fort Edward.....	Cornell University.....	1890.....	November 1
382.....	Walter S. Lattimer.....	Jordan.....	Colgate University.....	1890.....	November 1
383.....	Ada C. Groom.....	Horseheads.....	Elmira College.....	1874.....	November 1
384.....	William A. Wilson.....	Middletown.....	Syracuse University.....	1886.....	November 1
385.....	William B. Rafferty, Jr.....	New Dorp.....	St. Lawrence University.....	1890.....	November 1
386.....	Edward L. Stevens.....	Chateaufort.....	Hamilton College.....	1890.....	November 1
387.....	James A. Tooley.....	Stanford.....	Hamilton College.....	1890.....	November 1
388.....	Thomas I. Donahue.....	New York.....	Manhattan College.....	1888.....	November 1
389.....	Jessie V. Stiles.....	De Kalb Junction.....	St. Lawrence University.....	1890.....	November 1
390.....	Olin H. Burritt.....	Schuylerville.....	University of Rochester.....	1890.....	November 1
391.....	Eugene W. Lytle.....	Watertown.....	Hamilton College.....	1878.....	November 1

392.....	Cornelia N. Hillock.....	Geneva.....	Cornell University.....	1886.....	December	26
393.....	Oliver P. Watts.....	Malone.....	Bowdoin College, Me.....	1889.....	December	26
394.....	William U. Rixford.....	Hornellsville.....	Alfred University.....	1890.....	December	26
395.....	Edith H. Warren.....	Huntington.....	Wellesley College.....	1890.....	December	26
396.....	James T. McKenna.....	Troy.....	Williams College.....	1884.....	December	26
397.....	Wilder B. Harding.....	Salem.....	Yale College.....	1867.....	December	26
398.....	Alice Walker.....	Plattsburgh.....	St. Lawrence University.....	1890.....	December	26
399.....	Emma L. Barry.....	Waverly.....	Cornell University.....	1890.....	December	26
400.....	Georgiana C. Walton.....	Utica.....	Mt. Holyoke Seminary.....	1887.....	December	26
401.....	William L. Downing.....	Weedsport.....	Hamilton College.....	1869.....	December	26
402.....	Mary B. Moore.....	Brooklyn.....	Syracuse University.....	1888.....	December	26
403.....	Martha E. Jansen.....		Vassar College.....	1891.....	December	29

3. LIST OF NORMAL DIPLOMAS INDORSED, 1893.

Number.	Date of in- dorsement.		NAME.	Residence.	Graduated at nor- mal school at
66	Nov.	10	Annah P. Blood.....	Mount Vernon.....	Salem, Mass.
67	Dec.	26	Mary Grant.....	Mount Vernon.....	Westfield, Mass.
68	Dec.	26	Fannie L. Pomeroy.....	Mount Vernon.....	Westfield, Mass.

EXHIBIT No 16.

TEACHERS' INSTITUTES.

1. REPORT OF SUPERVISOR OF INSTITUTES.
 2. REPORT OF INSTITUTE CONDUCTORS.
 3. REPORT OF STATE DIRECTOR OF DRAWING.
 4. THE INSTITUTE LAW, REGULATING ATTENDANCE.
 5. TEACHERS' INSTITUTES, INSTRUCTIONS TO SCHOOL COMMISSIONERS.
 6. STATISTICAL TABLES.
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STATE INSTITUTE FACULTY.



DR. HENRY R. SANFORD.

MRS. B. ELLEN BURKE.

PROF. A. S. DOWNING.

PROF. A. C. McLACHLAN.

MISS GRATIA L. RICE.

PROF. WELLAND HENDRICK.

PROF. ISAAC H. STOUT.

TEACHERS' INSTITUTES.

SUPERVISOR OF INSTITUTES.

Charles R. Skinner, A. M.....Albany.

INSTITUTE CONDUCTORS.

NAMES AND ADDRESSES.

Henry R. Sanford, A. M., Ph. D..... Penn Yan.
Isaac H. Stout, A. M..... Geneva.
Augustus S. Downing, A. M..... Palmyra.

SPECIAL INSTRUCTORS.

*Welland Hendrick, A. M..... Cortland.
*Archibald C. McLachlan, A. M..... Seneca Falls.
Miss Gratia L. Rice, State Director of Drawing, 13
Wadsworth street..... Buffalo.
*Mrs. B. Ellen Burke, Primary Work..... Malone.

1. REPORT OF SUPERVISOR OF TEACHERS' INSTITUTES.

HON. JAMES F. CROOKER, *State Superintendent of Public Instruction*:

Dear Sir.—One hundred and ten teachers' institutes were held in the State during the past school year, beginning in September and closing early in June. Fifteen thousand four hundred and thirty teachers were in attendance—which number included practically all teachers in the State who are required by the law to attend institutes. If all these teachers were zealous and progressive, I feel sure that they went from the institutes back into their schools better equipped, more encouraged and happier for the time spent. In getting the best results from our educational system, it seems to me that great reliance must be placed upon our teachers. The more they can be strengthened, the broader and surer will be the foundations upon which the system rests. Unless teachers can be assured that earnest and honest efforts on their part are observed and appreciated, unless they can be inspired with an ambition which looks beyond

*Began institute work September 1, 1893.

the school room out into life, unless they can be made to feel the dignity and importance of their calling, and the responsibilities which rest upon them, we are certainly not securing the good results which we have a right to expect.

I believe the teachers of New York State are to-day doing better work in our schools than has ever been done before, and I attribute this fact to the influence of teachers' institutes and the inspiration which they are giving our teachers. Frequent observations confirm this belief to which must be added the direct testimony of the teachers themselves who in conversation and in letters to this Department freely admit the benefits which come to those teachers who feel that they are drawn to the institutes by a desire to know more of the profession of teaching, and not driven into them because of the requirements of the law. Loyal and zealous teachers will always be found at the front, ready to encourage and to be encouraged. And these are, with very few exceptions, the teachers who will be found at the front in our institutes. Those who criticize and complain are few in number, and rapidly drop out of the profession.

In my opinion, we have never had a more successful, profitable and satisfactory institute year. While the attendance has been practically perfect, the best thing that can be said is the elevation of the professional spirit among teachers and commissioners which has been everywhere manifest. Given, a wide-awake school commissioner, fully alive to the importance of his office, and ambitious teachers who have never reached a point where they consider that there is nothing more to learn, and we are sure of a successful institute, far-reaching in its influence and in benefits gained. Given, teachers and commissioners who are indifferent and careless, who have no ambition nor enthusiasm, and an institute will be held which might better have never been held. Fortunately, I can not name one of the latter class.

Your encouragement to every suggestion made to make our institutes practical and beneficial, have been met with a spirit which has made all efforts more effective. Your visits to the institutes have been inspirations. They are the central figures in the pictures which thousands of teachers will carry in their memories through life, and are encouragements which will be far-reaching in their influences. Certainly the efforts of the Department have been earnestly made in the direction of developing the most favorable view of this important feature of our educational system. It would be highly satisfactory if the Superintendent could visit personally every institute held in the State. Your addresses and those of Deputy Superintendent Sandford have done

much to convince thousands of teachers of the direct interest felt in them by those in authority, and the assurances of encouragement which they have conveyed.

Fortunately our excellent corps of institute conductors, who fill admirably the most exacting, the most trying and difficult positions in educational work, have been blessed with good health during the year. Good nature has followed such a condition, and they have been alert at all times to do their full duty under all circumstances. More than this can not be said, unless we follow them into their institutes, and describe in detail the features of the instruction given, which can not be satisfactorily done here. The subject of Drawing has continued to attract by the excellence of the instruction given by Miss Rice, the State Director of Drawing, and by a general desire on the part of teachers to follow the subject. The only regret is that we can not reach all the teachers oftener in this subject. The assistance rendered by principals of normal schools and by members of their faculties has been cheerfully given, and has been of the most valuable and inspiring character. It has added much to the popularity of the institutes, even though large drafts have been made upon the normal schools. I believe that our teachers in the common schools and our normal school principals know more of each other and of the systems which they represent than ever before. There is a better understanding between all our institutions which are especially looking to the training of teachers. The institutes have also brought out "local talent" more effectively than ever before. Many of the exercises presented by principals of schools have been highly satisfactory and beneficial, and the best results have followed in inspiring others to tell what they know to their associates.

In all cases but two, institutes were held in commissioner districts. Two county institutes were held and, so far as practicable, attempts were made to grade them. It can not be said that the results were perfectly satisfactory or successful. In a large majority of our country districts, a single teacher only is employed, and that teacher is usually prepared to teach everything from the primer to algebra. It is difficult to successfully grade an institute with a preponderance of such teachers. The system as it is works very satisfactorily, and is yielding good results. If a plan could be devised which would bring all our teachers into normal institutes for at least four weeks in a year, I can see how it would be a great advantage to teachers and schools. But to do this we need more suitable buildings in which to hold such institutes, and I am not prepared to suggest how the teachers could be

induced to attend them unless on the same terms now offered by the State for attending the institutes now provided, namely, an allowance for wages during time in attendance. This would require a much larger appropriation than is now provided.

The following figures are interesting as showing a comparison between the institutes held during the past year and corresponding institutes held during the previous year :

	1891-1892.			1892-1893.		
	Men.	Women.	Total.	Men.	Women.	Total.
Teachers in attendance.....	3,108	11,930	15,038	3,015	12,415	15,430
Average attendance.....	2,964	11,532	14,496	2,916	12,086	15,002
Aggregate days' attendance.....	.....	.....	72,422	.....	.....	74,220
Local expenses.....	.....	.....	\$4,912 33	.....	.....	\$4,469 11
Number of institutes.....	.....	.....	109	.....	.....	110

Further statistics concerning teachers' institutes will be found in Exhibit No. 16.

I earnestly recommend the preparation of an institute syllabus, fully outlining the work, which can be placed in the hands of the teachers in advance of the institutes. These could be studied with good results, and teachers would come to the institutes better prepared for their work.

The prospects for the coming year are bright. The Columbian Exposition bids fair to attract some teachers, but there is manifestly a very cordial feeling toward institutes in all directions.

Very respectfully yours,

CHAS. R. SKINNER.

ALBANY, *September 1, 1893.*

2. REPORTS OF INSTITUTE CONDUCTORS.

REPORT OF DR. HENRY R. SANFORD.

HON. JAMES F. CROOKER, *State Superintendent of Public Instruction :*

DEAR SIR.—I have the honor to report a year of successful and enthusiastic institutes; the teachers of each district have about all been present, the attendance has been very regular, and there have been good interest and attention—all giving promise of improvements in school work. In some counties teachers are obliged to drive long distances to reach the institute—notably in Hamilton county, where the distance thus traveled is frequently fifty or a hundred miles.

The commissioners generally have been faithful to their trusts. I think the official term of three years now closing will show a much

larger number of new schoolhouses built than ever before during the same time. Two examples may be mentioned. Commissioner John B. Merrill, of Queens county, reports the erection of forty-two new schoolhouses, out of a total of seventy in his district, and Commissioner George A. McCoy, of Hamilton county, reports twenty-two new buildings out of a total of thirty-eight. In these cases the credit is due to the commissioners. Similar activity has been shown by many other commissioners.

DISTRICT INSTITUTES.

After a trial of six years, the success of district institutes has been such as to convince most persons of their superiority over those composed of the teachers of two or more commissioners' districts. The greater inconvenience and expense in the case of the latter is a serious objection, but the far greater practical results accruing to the teachers in institutes numbering not over one hundred and fifty furnish the chief reason for their continuance.

Undoubtedly persons of large experience and those teaching higher branches should have several exercises during the week for their especial benefit; on the other hand the large number of young persons present at every institute who never before attended an institute, or possibly but one or two, should receive instruction specially adapted to their wants. The attendance of each class upon these special exercises of the others should be entirely optional, yet possible. Most of the exercises, however, of every institute are equally adapted to all classes of teachers, and the effect of the entire withdrawal of the experienced teachers from attendance upon the sessions of the younger teachers is unfortunate. I am satisfied that during the greater part of the time it is far better that all the teachers should meet together.

OFFICIAL NOTE BOOKS.

The note books prepared by the Department of Public Instruction for the use of teachers in the institutes, containing as they do valuable information and recent school laws, together with educational maxims, have been of great benefit to the teachers.

SPELLING CONTESTS.

The spelling contests which you established in the institutes last year continue to awaken widespread interest, not only among the teachers, but in the communities in which the institutes are held. The first effect has been to cause teachers and others to realize that spelling was in danger of becoming one of the lost arts; and the second effect has

been to cause renewed attention to the subject in the schools. In awakening public interest in spelling, and in many other ways the local press has rendered valuable assistance.

MENTAL ARITHMETIC.

Mental arithmetic continues to receive special attention in the institutes, and a revival of interest in this important branch of study is certain to follow.

ILLUSTRATED LECTURES.

The entire series of illustrated lectures given by the institute conductors have been a great success, but the Columbian Exposition lectures have far surpassed all others in public interest. It is frequently impossible to secure a hall large enough to accommodate the people who desire to attend.

UNIFORM EXAMINATIONS.

Each succeeding year serves to deepen the hold of the uniform examinations upon popular favor, and the good results are more and more apparent, both in the schools and in the institutes, in consequence of the weeding out of a large number of incompetent teachers.

The recent change from one to two days for the time of holding second grade examinations, the marking and filing of all first grade papers at the Department, and the granting of temporary licenses only by the State Superintendent, on recommendation of the school commissioner, have proved important advances in a system which marks an era in the educational affairs of the State, and which is attracting the attention of educators in all parts of the United States. If all second grade papers could also be marked at the Department the system would be rendered still more efficient.

CHANGES IN SCHOOL LAWS AND REGULATIONS.

The recent amendments to the school law making the school year one hundred and sixty days, instead of thirty-two weeks of *five days each*, has been received with pleasure, as heretofore, a teacher losing a day from sickness or other cause, was compelled to make it up by teaching a whole week.

Great satisfaction is manifested at the announcement of the ruling just made by the Department that a person under engagement to teach is required to attend the institute of his district, and is entitled to receive wages for the time of the institute, even if it is held during vacation.

Frequently a large number of teachers have attended the institute from personal interest, but received no compensation because it was held before the time for their schools to commence.

AGE OF TEACHERS.

The law permitting the licensing of teachers at the age of 16 years has been in its effects bad, and almost wholly bad. It is rare, indeed, that a person of that age has maturity of judgment sufficient to be entrusted with the charge of a school, even if he has sufficient scholarship to enable him to pass an examination. This fact is evident in most institutes.

TEXT-BOOK LAW.

The text-book law of 1877, seems never to have done any good and now seems to stand in the way of the best results. The question of the selection of text-books is not one which ought to be submitted to a popular vote. The law should, I think, be amended or repealed.

TRAINING CLASSES.

An important step towards bettering the teaching force of the State was taken when the Legislature transferred the direction of the training classes from the Regents of the University to the Department of Public Instruction, thus placing the whole system of training and licensing teachers under one head. The members of these classes now, by requirement of the Department attend institutes, and thereby receive additional assistance for their work. Good results have followed the making of teachers' institutes and training classes a special bureau of the Department of Public Instruction, under the efficient management of Hon. Charles R. Skinner, whose long experience especially fitted him for this work.

THE EDUCATIONAL EXHIBIT AT THE COLUMBIAN EXPOSITION.

In accordance with your request I will attempt to make some report of the school work shown at Chicago. The exhibit was great both in quantity and in quality of the material presented, but the work was widely scattered in different buildings, and there was a marked lack of a definite system in its preparation and arrangement.

A large part of the writing was inferior—I do not refer to specimens presented for the sole purpose of showing writing, but to the writing employed incidentally. There were, of course, many exceptions, but it was a common remark that the writing was not what ought to

have been expected. It was especially noticeable that wherever it was customary to withhold pen and ink till the age of 9 or 10 years, the writing was poor. In the best schools, however, the children seem to commence writing with ink after one year in school. A system of round hand was shown from Kingston, Ont., which was certainly beautiful and perfectly legible. Rapidity was also claimed for it, but this seemed doubtful. The pupil writes directly facing the desk.

It was exceedingly difficult to ascertain whether the samples of school work honestly exhibited the school or not. In some instances the papers of only four per cent of the pupils were submitted, in others ten per cent, in some all the papers of the school, but in very many cases there was no means of knowing to what extent the samples presented showed the work of the school.

From the numerous lists of words in columns submitted, it was apparent that there is all over the country a much needed revival of definite spelling exercises. Frequently it was noted that first year work was done by children 7 and 8 years old, and in like manner too many pupils are doing the work intended for those several years younger.

For a number of years past drawing has everywhere been receiving unusual attention. The practical outcome was shown in the fact that pupils' papers of all grades and from most schools contained well executed sketches illustrative of the various subjects. This was true in language lessons, arithmetic, geography, mathematics, physics, chemistry, botany, natural history, and in fact in almost every department of education.

Exercises intended to give children the ability to express thoughts in good language even in primary grades, constituted a prominent feature of the exhibits from all parts of the country. Many schools showed very commendable exhibits of plants, woods, minerals, etc., collected and classified by the pupils.

Many maps drawn by pupils were exhibited, but of course only those showed the acquisition of geographical knowledge which were certified to have been drawn from memory. The plan of teaching geography in one of the primary schools of Rhode Island, was to devote six months of the first year in school to oral teaching, and the next six months to geographical reading.

The exhibit from France was very extensive and presented some excellent features. Photographs of some of their pupils and brief accounts of their successes after leaving school were shown as prizes for meritorious work; certificates of savings bank deposits were

awarded for the purpose of encouraging thrift and economy. Designing is taught at an early age. Ink is used in writing at the outset. Geography is introduced quite early, the earth as a whole and as a planet being taught to beginners. There seemed to be a recognition of the fact that the great mass of pupils leave school at an early age, and the aim of the schools is to thus early fit them for real life, so that a fairly well rounded elementary education is received at the age of 12 years.

A notable exhibit was that of the Alliance Israelite Universelle, a benevolent organization which maintains free industrial schools in thirty-four oriental cities. The work exhibited showed excellent progress. The children learn to write in the language of the country, e. g. Turkish in Constantinople, Hebrew, the language of their own race, and French the language of commerce.

Egypt showed good progress in education. A most interesting fact was, that in that country English is recognized as the coming language of commerce. The lessons in elementary English composition and in English grammar would have done credit to children in American schools.

The Columbian educational exhibit will prove beneficial to every teacher who examined it, though had the magnitude and the surpassing importance of education been properly recognized, so as to have furnished an entire building for its exhibits, and to have placed the whole under the sole direction of some master mind, there could have been a completeness and unity that would have arrested attention and wonderfully accelerated educational progress throughout the world.

CONCLUSION.

The numerous visits of the State Superintendent and others from the Department of Public Instruction to the institutes, and their earnest words have given the teachers great encouragement and inspiration. The principals and instructors of the normal schools have continued to render valuable assistance, as have also many experienced local teachers.

Again I desire to express my sincere thanks for the generous treatment and many courtesies shown to me by yourself and all connected with the Department of Public Instruction.

Yours sincerely,

HENRY R. SANFORD.

PENN YAN, *September 1, 1893.*

REPORT OF PROF. ISAAC H. STOUT.

HON. JAMES F. CROOKER, *State Superintendent of Public Instruction*:

SIR.—I have the honor of submitting the following annual report as conductor of teachers' institutes:

MARKED IMPROVEMENT.

Since my last annual report, the institutes under my charge have continued to show a marked improvement in the attention, interest and professional spirit of the teachers in attendance. They have been uniformly willing to assist the commissioner and the conductor in making the institutes pleasant and profitable, and deserve special commendation for their cheerful compliance with rules and regulations governing these meetings and for their ready sacrifice of individual comfort or preference, for the benefit of the whole. In no other place is to be found so satisfactory proof of their loyalty to the Department of Public Instruction and of their sympathy with its aims. The State has cause for congratulation in the fact that the education of its youth is in the hands of a teaching force constantly improving in culture and refinement, and progressing in all lines of intellectual activity.

DRAWING.

The work in drawing, by Miss Rice, has given entire satisfaction, and I respectfully recommend that her work for the coming year be so arranged that commissioner districts not yet visited by her have the preference in assignments over those in which she has given instruction. In view of the fact that questions in drawing for the uniform examinations are presented by Miss Rice, it is manifestly just that all the teachers should have an equal chance to profit by her instruction.

The illustrated lectures and the spelling contests still form pleasing features of the institute programs, and that the latter are producing their legitimate effect is shown by the constantly increasing per cent of words correctly spelled, as reported in the average spelling of each institute.

GRADED INSTITUTES.

The frequent calls for graded institutes must be attributed to a desire to further improve the institute work, and the division of institutes into sections deserves careful consideration, notwithstanding the comparative lack of success attending such divisions in the past. To arrive at any rational conclusion in this matter, it becomes necessary to classify the work which experience has shown to be properly within

the province of a teachers' institute, and accordingly the following approximate classification is submitted:

1. To keep the teaching force of the State and the Department of Public Instruction acquainted with purposes and policy of each other, and also with the difficulties encountered by each in the prosecution of its particular work. Upon such knowledge depends the successful working of the machinery of organization, and the necessary harmony of action of its several parts.

2. To keep the teaching force abreast of the latest phases of educational thought as indicated by the deliberations of the great educational associations of the State and of the nation.

3. To arouse in the teaching force the ardor and enthusiasm necessary to secure the best results from the teachers' work, not only in the school-room, but also in the community, and without which there is so marked a tendency to mere mechanical routine. None will deny that these are best aroused by the professional spirit of the teachers ranking highest in attainment, experience and position.

4. To awaken and sustain the interest of all teachers of all grades in the work of all other teachers, in order that each may be helpful to all others with whom he may be associated, instead of to those only in his own particular line of work. Without this mutual interest and helpfulness there can be no broad and liberal view of educational work and no foundation for true professional courtesy among teachers.

5. To present and discuss practical questions of school economy. These are necessarily general in their scope and application.

6. To stimulate the teaching force to greater care in teaching such subjects as are shown by statistics to have been too much neglected.

7. To educate the teaching force as to the best presentation of subject-matter, by explaining and illustrating the application of educational principles to methods of teaching. This work requires a larger part of the time of an institute than any other.

The first five of these general classes of work are applicable to all, and are best given to an institute as a whole. The sixth may be applicable to the entire institute or only to a part. Work under the seventh is generally applicable to a part only, determined by the subject or portion of a subject under consideration. The conclusion then must be that at the most an institute should be only partially graded or divided into sections.

The real difficulties in conducting an institute on the sectional plan seem to be in the line of administration, and my experience leads me to believe that the plan can be successful only when the following conditions exist:

1. Sufficient help to conduct three sections (primary, intermediate, and advanced) at one and the same time, as this is the simplest division that can be made and still furnish appropriate work for all the teachers in attendance. Even with this division the advanced section will have much not in common with all the teachers naturally therein assembled.

2. Commodious and adjacent rooms, in order to comfortably accommodate the several sections, and to avoid the waste of time incident to the changes from the general assembly to the sections, or from the sections to the general assembly, or to each other.

3. A school commissioner who has had experience enough to learn the individual needs of his teachers, and who has sufficient executive ability to assign each teacher to the particular section and exercise that will be most helpful to that teacher, and to see that such assignments are operative in each instance. This last is of the greatest importance, for the reason that much the larger part of each institute is composed of the teachers of rural schools who are compelled to do nearly all grades of work. I can imagine no general rule that will properly divide the institute, while to leave the selection of the section to be attended to each individual is more than liable to end in chaos.

With these three conditions supplied, I believe that the sectional plan can be applied in part to the institute work with a probability of good results and with satisfaction to teachers in attendance. The only danger that suggests itself being that the plan will be demanded by teachers and adopted by commissioners more as a popular fad than as the result of careful investigation and systematic organization.

It is hoped that this lengthy discussion of the sectional plan as to its place and feasibility in institute work may be the means of inducing others to give needed help in its further development and practical application.

In the work of the past season I have been giving more attention to

Class Exercises to Illustrate Method,

and am impressed with the close attention teachers give to this work and their evident interest in it. To obtain the best results, the conductor should choose, for his class, children unacquainted with the subject to be presented, in order that the value of the method in its adaptability to school-room work may be fully demonstrated. The cheerfulness with which teachers from different schools have secured such classes deserves recognition and shows how ready teachers are to assist in the work of the institute.

To the active and intelligent co-operation of the school commissioners in all work pertaining to the institutes is due in large part whatever

of success has been attained, while the close supervision by the Department and its careful attention to details have removed innumerable difficulties, and have made possible the progress so noticeable to all acquainted with institute work.

My thanks are due to yourself, to the Supervisor of Institutes, and to all others connected with the Department, for cordial support and unstinted courtesy.

All of which is respectfully submitted.

ISAAC H. STOUT.

GENEVA, *Sept.* 1, 1893.

REPORT OF PROF. A. S. DOWNING.

HON. JAMES F. CROOKER, *State Superintendent of Public Instruction.*

DEAR SIR.—Pursuant to your request I submit a brief report of the work which has come under my observation as conductor of teachers' institutes during the school year ending July 25, 1893.

The enrollment of teachers was greater than in any preceding year. The attendance was punctual and regular. The interest, both of the teachers and of the public, was more pronounced than ever before. The assistance rendered by the normal schools was of the best, and much of the work done by local teachers was worthy of high commendation. The work in drawing, by Miss Rice, grew in interest from hour to hour. The teachers took such an active pleasure in the subject as has never before been known. The result must be for good to teachers and pupils.

The teachers' training classes came to the institutes at the beginning of the week reluctantly, but at the close of the week were just as reluctant to leave. Requiring their attendance at the institute is right.

The uniform examinations are annually improving the grade of teachers who are filling the rural schools. The institutes show this improvement to even a casual observer. The school commissioners whose institutes came under my instruction were without exception capable, efficient officers. They managed the details to perfection, and in every way rendered every assistance which could aid in making the institute successful. To this fact, and the uniformly courteous and professional spirit which characterized their actions as well as those of the teachers under them, is due the feeling of pleasure and satisfaction with which the year's work is reviewed.

I am not unmindful of and wish here to acknowledge the prompt and substantial support and assistance rendered by yourself and those associated with you in the Department, whose presence at the institutes

has done so much to cheer and encourage those present. When all the facts are known, I believe the year closing July 25, 1893, will be found to have been one of the best in all the history of institute work.

Very respectfully,

A. S. DOWNING.

PALMYRA, *September 1, 1893.*

REPORT OF PROF. WELLAND HENDRICK.

HON. JAMES F. CROOKER, *State Superintendent of Public Instruction :*

Dear Sir. — I note a few suggestions gained from my experience in the institutes which I have attended as instructor and conductor during the past school year:

GRADED INSTITUTES.

The so-called graded institutes met with marked favor with the teachers. Yet these institutes could hardly be called graded; they were rather divided institutes. It is doubtful if a strictly graded institute would in our system be a success; but I think that the divided session, one or two a day, giving a choice of subjects, and leaving the selection of the section attended optional to a certain extent with the teachers, is desirable wherever rooms and instructors are available.

PREPARATION FOR INSTITUTE WORK.

I believe it is possible to secure valuable preparation for institute work on the part of the teachers. They prepare for the spelling contests. I find by inquiry that a few read up on some topic announced in the program. It may be practical for the conductors to furnish commissioners in advance of the institutes with a circular for distribution, suggesting topics and books for study. If but one topic of the week's work were so treated, those teachers who would follow the suggestions and prepare for that subject would begin the work with greater interest and give an impetus to the entire institute.

EVENING SESSIONS.

The shortening of the afternoon session has put life into the work. The number and length of the evening sessions might in some institutes be cut down with good effect. Three evenings are enough. Members and instructors frequently need Monday evening to rest. Then, again, many of the lectures are too long. The teachers may look at stereopticon views for over an hour without weariness, but the extreme length of the ordinary institute lecture ought not to be over forty-five or fifty minutes. It would be well for the Department to say this in its

instructions, and for the commissioners to call the attention of lecturers to the same. The best institute lecture I have heard this year was thirty minutes long. The instructor who gave it evidently took into consideration that the main part of his audience had listened that day to five talks or discussions, and so put what he had to say briefly and to the point.

Allow me here to express my appreciation of the interest which you and all connected with the Department have shown in the prosecution of institute work.

Respectfully,

WELLAND HENDRICK.

CORTLAND, *September 1*, 1893.

REPORT OF PROF. A. C. McLACHLAN.

HON. JAMES F. CROOKER, *State Superintendent of Public Instruction* :

DEAR SIR.—During the year 1892–3 I conducted fourteen teachers' institutes. In every one I found increasing interest in pedagogical studies and a steadily strengthening purpose on the part of teachers to make the most and best of the opportunities afforded by the institutes to improve in professional work.

There were in every institute a few teachers somewhat indifferent to the responsibilities of their positions, but the larger number were earnest in their endeavors to keep in sympathy and touch with all progressive work. It is gratifying to note that the work of the institutes, the training classes, and the normal schools is slowly but steadily producing a better professional spirit and more uniform excellence in work.

The uniform examinations, which are excluding from the teaching force of the State many incompetent persons, is steadily raising the standard of scholarship and freeing a worthy class of teachers from the demoralizing competition of a cheap and unqualified class. The marking of the first grade examination papers at the Department, as inaugurated by the present administration, has given another strong impulse toward raising the qualifications of teachers. We, therefore, have now in the institutes a more intelligent and better qualified class of teachers than formerly, and the work, consequently, permitted to be done by the instructors is of a correspondingly high character.

In my own work in the institutes, in accordance with the suggestion of the State Superintendent, I kept steadily in mind the wants of the district schools, and I endeavored to so shape my work as to make it especially helpful to them. In pursuing this course I did not fail, I

think, to be helpful to the teachers of the graded schools, for work simplified and systematized is helpful to teachers of every class. I constantly endeavored to lead teachers to fully comprehend the few great principles which underlie all correct teaching, and which form the basis of every correct method. I steadily urged, above all other things, that mental discipline and the development of correct habits of work are ends of greater importance to be kept in view than cramming the minds of children with facts, or preparing them in a narrow sense to pass examinations.

The work done in the institutes by Miss Rice in drawing was received with satisfaction and approval everywhere. The subject, as presented by her, is not only broadened, but simplified. A new interest has been aroused in the subject. From a few great principles teachers are led not simply to copy type forms, but to draw objects in nature, to construct geometric forms, and to make original designs. Drawing is thus made to give aid to every branch of knowledge taught in the schools.

The results of the spelling contests in the institutes prove the wisdom of the Department in introducing the prizes. They show how much the teaching of spelling has been neglected in the schools. The "fad" that threw the spelling-book out of the schools, like the "fad" that threw mental arithmetic out of the schools, has worked out its evil results and stands condemned. The contests have awakened teachers to a realization of their duty in teaching spelling.

I am firmly of the belief that the present tendency to increase the number of subjects to be taught in the public schools is doing harm. The necessity, as at present, for the district school teacher to divide her time into so many fragments to teach pupils of all grades of advancement in a multitude of subjects, is destroying both the power and the effectiveness of her work. For mind-building and character-building more concentration of effort upon fewer subjects produce, I think, better results.

During the year I had three graded institutes. In no instance were the results entirely satisfactory. The difficulty of grading properly is so great that it has made every plan so far tried impracticable. Most district-school teachers do all grades of work in their schools, and every attempt to classify them in different grades in the institutes results unsatisfactorily.

A. C. McLACHLAN.

SENECA FALLS, *September 1, 1893.*

3. REPORT OF STATE DIRECTOR OF DRAWING.

REPORT OF MISS GRATIA L. RICE.

HON. JAMES F. CROOKER, *State Superintendent of Public Instruction* :

DEAR SIR.—As per request, I submit the following report for the latter half of the school year ending July 25, 1893.

Have visited the following counties to attend teachers' institutes and give instruction in drawing, and have also furnished necessary materials for this work: Allegany, Broome, Cayuga, Chemung, Delaware, Dutchess, Erie, Fulton, Greene, Hamilton, Herkimer, Kings, Lewis, Livingston, Monroe, Niagara, Onondaga, Ontario, Orange, Oswego, Rockland, Schoharie, Schuyler, Seneca, Steuben, Tioga, Tompkins, Wayne, Westchester and Wyoming.

The idea seemed to be prevalent that the drawing required special adaptability or talent, and that all that could be learned by the masses might be a few facts in regard to type forms. The purpose of applying this knowledge in their pursuits, seems to have been seldom attempted. My aim has been to add to and render the knowledge already possessed by the teachers available for use, and so far as possible in the limited time, to lead them away from the iron-bound rules under which they have been working, and to help them to see, that *drawing* is not a mere system, but *a subject*, and that its value is inestimable throughout the school life. Its importance in the business world can be estimated only in a general way, as it holds a power in every line of industry or study. The work in the State has been materially changed, inasmuch as the work in the past was merely "guess work," and of little value as *drawing*. I do not question the educational value of the old way, but believe drawing to be a subject of sufficient utility and value to be taught for its own sake and for the inspiration it awakens, and the love of the beautiful it unfolds. It is a fascinating subject that need not be cloaked that it may be introduced into the public schools. Another aim of the present work is to secure accuracy, which is indispensable in mechanic arts.

I have only pleasant words to say in regard to the institute work as I have been so kindly received, and the most courteous attention has been given to the instruction. If this be any indication of live interest and intention to put into practice the ideas there gained, the results must be satisfactory to all.

Very respectfully,

GRATIA L. RICE,

State Director of Drawing.

BUFFALO, *September 1, 1893.*

4. LAW REGULATING ATTENDANCE AND CLOSING OF SCHOOLS.**TITLE XI OF CONSOLIDATED SCHOOL ACT.**

SECTION 1. It shall be the duty of every school commissioner, at least once in each year, to organize in his own district, or in concert with one or more commissioners in the same county, to organize in and for the combined districts a teachers' institute, and to induce, if possible, all the teachers in his district to be present and take part in its exercises.

§ 2. The commissioner or commissioners, subject always to the advice and direction of the superintendent of public instruction, shall, in such form and manner as may be deemed most effectual, give public notice to the teachers of the district or combined district, and to all others who may desire to become such, of the time when and the place where the institute will be organized.

§ 3. The superintendent of public instruction shall advise and co-operate with the school commissioners in fixing the times and places of holding the teachers' institute; and he shall have power to employ or cause the school commissioner to employ suitable persons, at a reasonable compensation, to conduct and teach the institutes; and he shall visit, or cause to be visited by persons employed in the department of public instruction, such and so many of the institutes as he possibly can, for the purpose of examining into the course and manner of instruction pursued, and of rendering such assistance as he may find expedient; and he shall establish the basis upon which the yearly appropriation for the support of teachers' institutes shall be distributed to the several institutes, and the term or terms during which the same may be held, having reference, in the establishment of such regulations, to the number of teachers in the county, district or combined districts, and in attendance at the institute, to the length of time during which they shall be held, to the facilities for attendance upon them, and to local disadvantages requiring especial consideration.

* § 4. The superintendent of public instruction may establish such regulations in regard to certificates of qualification or recommendation, which may be issued by school commissioners, as will in his judgment furnish incentives and encouragement to teachers to attend the institutes; and the closing of his school by a teacher for the time during which an institute shall be held in and for the county or school commissioner district in which his school is and which institute he shall have attended during the time for which he closed his school, shall not work a forfeiture of the contract under which he is teaching.

† § 5. The trustees of every school district are hereby directed to give the teacher or teachers employed by them the whole of the time spent by such teacher or teachers in attending at any regular session or sessions of an institute in a county embracing the school district, or a part thereof, without deducting anything from his or their wages for the time so spent, and in order to secure to teachers the full exercise of this privilege (after the twentieth day of August, eighteen hundred and

* As amended by § 9, chap. 340, Laws of 1835.

† As amended by § 23, chap. 406, Laws of 1867, and by § 10, chap. 340, Laws of 1835, and by § 1, chap. 524, Laws of 1890.

eighty-five), all schools in school districts and parts of school districts, not included within the boundaries of an incorporated city, or certain union free school districts hereinafter referred to, shall be closed during the time a teachers' institute shall be in session in the same county in which such schools are situated. In union free school districts having a population of more than five thousand, and employing a superintendent whose time is exclusively devoted to the supervision of the schools therein, the schools may be closed or not, at the option of the board of education in said districts. In the apportionment of public school money, the schools thus closing in any school term shall be allowed the same average pupil attendance during such time, as was the average weekly aggregate during that part of the term when the school was not thus closed, and any school continuing its sessions in violation of the above provision shall not be allowed any public money based upon average pupil attendance during the days the school was thus kept in session. Trustees and boards of education in such school districts and parts of school districts shall report, in their annual reports to the school commissioners, the number of days and the dates thereof on which a teachers' institute was held in their counties during the school year, and whether schools under their charge were or were not closed during such days; and whenever the trustees' report shows a district school has been supported for the full time required by law, including the time spent by the teacher or teachers in their employ in attendance upon such institute, and that the trustees have given the teacher or teachers the time of such absence, and have not deducted anything from his or their wages on account thereof, the superintendent of public instruction may include the district in his apportionment of the state school moneys, and direct that it be included by the school commissioner or commissioners in their apportionment of school moneys; provided, always, that such school district be in all other respects entitled to be included in such apportionment.

§ 6. The treasurer shall pay, on the warrant of the comptroller, to the order of any one or more of the school commissioners, such sum or sums of money as the superintendent of public instruction shall certify to be due to them for expenses in holding a teachers' institute; and, upon the like warrant and certificate, to the order of any persons employed by the superintendent to conduct and teach any teachers' institute, his reasonable compensation as certified by the superintendent.

§ 7. The school commissioner or commissioners by whom any teachers' institute shall be organized, shall transmit to the superintendent of public instruction a catalogue of the names of all persons who shall have attended such institute, with such other statistical information in such form and within such time as may be prescribed by said superintendent.

5. TEACHERS' INSTITUTES—INSTRUCTIONS TO COMMISSIONERS.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION, }
 ALBANY, *December 1, 1893.* }

To School Commissioners:

Teachers' institutes will be held at such times of the year as commissioners may desire, so far as practicable, but not in the period between the fifteenth of June and the tenth of September, nor usually during the weeks in which the Regents' examinations or legal holidays occur. It is always advisable to hold institutes during the early part of the school year if they can be arranged. Commissioners should decide upon the week which they prefer and advise us at an early day, even though they desire a time late in the year. This will enable us to lay out the work more thoroughly and acceptably, and employ the conductors more advantageously than can be done when commissioners delay arrangements until the near approach of the time when they desire the institutes to be held. As a rule an institute will be held for each commissioner district. It will continue for one week and be held once in each school year. Union institutes will be arranged whenever desirable.

But one conductor will ordinarily be assigned to an institute. Help will be extended from the normal schools, and commissioners will invite prominent local teachers to supply occasional exercises. The Department will see to it that no institute shall fail for want of help, but commissioners are cautioned against letting their own anxiety for successful institutes lead them to ask for more outside help than necessary.

The institute conductors now available for the work are: Henry R. Sanford, A. M., Ph. D., Penn Yan; Isaac H. Stout, A. M., Geneva; Augustus S. Downing, A. M., Palmyra; Welland Hendrick, A. M., Cortland; A. C. McLachlan, A. M., Seneca Falls. Special instructors: Drawing, Miss Gratia L. Rice, director, 13 Wadsworth street, Buffalo; primary work, Mrs. B. Ellen Burke, Malone.

In districts having large villages with union schools it is advisable that the commissioner should confer with the school authorities of such villages as to the time of holding the institute, and that whenever possible it should be held at a time which will be most pleasing to such places. It will ordinarily be found that this will prevent friction and secure that cordiality of co-operation which is highly essential to the institute.

In giving notices of institutes, commissioners will be particular to call the attention of all trustees to the provisions of section 5, title 11 of the consolidated school act, requiring the closing of the schools and the attendance of the teachers. The statute is mandatory. It allows no alternative but to close the schools. A teacher can not be paid from public moneys *for teaching* during institute week, although he must be paid for attendance upon the institute. Trustees violating this statute either directly or by subterfuge will render themselves liable to the penalties provided by law for such violation.

Willful failure on the part of a teacher to attend a teachers' institute, will be considered sufficient cause for the revocation of such teacher's license. Any person under contract to teach in a school in any commissioner district is required to attend an institute held for that district even though at the time the school is not in session, and shall be entitled to receive wages for such attendance.

At the close of the institute, commissioners will certify to trustees the time of the attendance of the teachers in their employ, and they will also report to this Department any failure on the part of trustees or teachers to comply with the law.

In arranging for and carrying on institutes, you will be guided by the following regulations:

1. The Department of Public Instruction will be represented in every institute by the principal conductor who will have full control of the proceedings of the institute.

2. On receiving official notice from this Department of the appointment of an institute for your district, you will send notices of the same printed on postal cards, to all your teachers, and to all the newspapers printed in the district as items of news. But you must not incur any liability on the part of the Department for newspaper advertisements. Correspond immediately with the principal conductor, and with him arrange the program of exercises for the week.

3. Invite some of your most advanced and experienced teachers to present exercises. On application to this Department assistance may usually be obtained for a day or two from one of the normal schools. The Superintendent will not, under any circumstances, be bound by contracts made by commissioners with other instructors or lecturers.

4. Secure ample accommodations for the sessions of the institute, using a schoolhouse in preference to any other building, when a suitable one can be obtained. Pay particular attention to good light, ventilation, heating, pleasant surroundings and janitor service. It is believed that the use of a schoolhouse, courthouse or other public building can be readily obtained in every county for the purpose of an institute, and, in view of the local benefits thereby conferred, without charge to the State.

5. When the estimated expenses of an institute exceed twenty-five dollars a detailed statement must be submitted to this Department for approval before the arrangements are completed. In every case where persons are employed, or any expenses are incurred, commissioners should make, in advance, a definite and positive contract, that they may not become personally liable for the payment of charges so unreasonable and exorbitant that the Superintendent can not pay them.

6. Arrange for board of teachers, through a local committee or personally, on the most favorable terms obtainable; but make no arrangements for a shorter time than the entire session.

7. When possible secure from railroad companies and stage lines reduced rates of fare for members of the institute.

8. The Department will furnish note books for use at all institutes, containing educational maxims and much useful information, which will be forwarded with other institute supplies. This book contains thirty-two pages for notes. Commissioners will have institute programs printed on plain, white or tinted paper of good quality, not over seven

inches long by five inches wide. This size will allow programs to be placed in the front of the note books for convenience. Programs in every way suitable can be had at from three dollars to five dollars, depending upon the number required. The Department can not audit bills for elaborate programs. Ribbons and tassels are neither necessary nor appropriate.

9. As soon as practicable, issue your program of exercises, and send one copy to each teacher employed in your district; also send five copies to this Department, two to each member of the institute faculty, one to each school commissioner in the State, and one to the Commissioner of Education at Washington.

10. Provide blackboards, crayons, erasers, pointers, a piano-forte or organ, and such other appliances as may be necessary, and have them in place ready for use, before the opening of the institute. Lead pencils, and printed music for all the members of the institute, will be supplied through the Department. If a suitable blackboard can not be supplied, notify the conductor.

11. The janitor should be present during the entire session, and be required to devote his whole time to his work.

12. Do not omit evening sessions to favor any other object or interest.

13. Do not allow any admission fee to be charged to any exercise or session of the institute. Do not allow itinerant lecturers or readers to find their way into the program. Take a decided stand against suppers, festivals, or entertainments of any kind gotten up in the neighborhood during the institute for the purpose of securing patronage from the teachers.

14. Do not hold examinations of candidates for commissioners' certificates at any time during, or in connection with, the session of the institute.

15. During the sessions of the institute, day or evening *be particular to insure good order in the room and about the premises.*

16. Make all necessary arrangements for the evening exercises and assume charge and direction of the same. Evening addresses will be delivered by the conductor, a principal of a normal school, or other persons prominent in educational work. At times it may be well to invite some prominent person in the locality to occupy an evening. It is entirely appropriate that teachers' associations should occupy some of the evenings of the week, in such way as they may think best. But care should be taken that the time is occupied only by addresses upon *educational* subjects, or by exercises which promote the primary purposes of the institute.

17. You will register members on Monday from 10.30 A. M. till noon; from 1 to 2 o'clock P. M., and at the recesses. No person is to be registered after Monday, without the approval of the conductor. You will notify teachers of this regulation in all your notices of the institute. All teachers, members of training classes, and other persons over 16 years old who intend to teach within a year, and to be in regular attendance during the week, and no others, may register as members of the institute.

18. Appoint a proper person to act as secretary. You will have charge of the records and secretary's minutes, not allowing these matters to interfere with the regular exercises of the institute. In addition to

the regular secretary, at the opening of your institute, you will select some teacher, who has aptitude for such work, as department reporter, who will keep a brief record of the general exercises, stating subject, character and length of exercises, names of instructors, number of teachers in attendance, and such other facts as may be deemed important, refraining from lengthy expressions of opinion, and confining the report to actual facts. This record should be submitted to the commissioner, and transmitted promptly to the Department. It must be understood that no compensation can be allowed for the services of the secretary or reporter. (The purpose of this regulation is to obtain prompt information concerning the institute in advance of the regular stated report, in order that it may be used as a reference in appointing future institutes in your district.) It is also desired that teachers should be invited to address the Department by letter, freely expressing their view concerning the institute, with liberty to offer suggestions regarding institute work.

19. The regular work of instruction will begin at 2 P. M., on Monday, and end with the close of the Friday afternoon session.

20. You will forward to this Department *promptly at the close of the institute* the register of attendance and account of expenses, with full statements and vouchers, a blank for which with *necessary instructions*, accompanied by registry cards, certificates of attendance, note books and other circulars and blanks necessary for your use, will be forwarded to you during the week preceding the institute. If your report is correctly made and verified, and accompanied by the vouchers required, there will be no delay in the payment of the amount of expenses.

Yours very respectfully,

J. F. CROOKER,

State Superintendent.

4. STATISTICAL TABLES.

LIST OF TEACHERS' INSTITUTES HELD FROM SEPTEMBER 19, 1892, TO JUNE 9, 1893, SHOWING ATTENDANCE AND EXPERIENCE.

COUNTY.	District.	Place.	Conductor.	Date.	TEACHERS IN ATTENDANCE.			Aggregate days' attendance	AVERAGE NUMBER OF TERMS TAUGHT		
					Males.	Females.	Total.		Males.	Females.	Total.
Cayuga	1	Port Byron	Stout	September 19	21	114	135	642	8	8	8
Allegany	1	Angelica	Sanford	September 19	29	130	159	763	3	7	6
Onondaga	1	Baldwinsville	Downing	September 19	19	105	124	556	13	9	10
Washington	1	Salem	Wright	September 26	15	131	146	714	16	10	11
Madison	2	Cazenovia	Downing	September 26	13	115	128	608	15	8	9
Schuyler	...	Watkins	Stout	September 26	33	88	121	582	10	6	2
Wayne	1	Savannah	Sanford	September 26	40	127	167	804	10	8	8
Cattaraugus	1	Franklinville	Scudder	September 26	28	148	176	860	10	6	2
Erie	2	Angelica	Downing	October 3	32	99	131	640	9	6	11
Dutchess	2	Rhinebeck	Stout	October 3	22	69	91	402	22	8	8
Cayuga	2	Union Springs	Sanford	October 3	25	106	141	700	8	8	8
Livingston	2	Nunda	Wheelock	October 3	11	83	94	432	8	6	6
Wyoming	2	Arcade	Wright	October 3	19	78	97	461	7	6	6
Chenango	1	Norwich	Scudder	October 3	34	123	162	800	7	5	5
Schoharie	1	Middleburgh	Sanford	October 10	47	76	123	592	12	7	8
Tompkins	1-2	Ithaca	Stout	October 10	36	171	207	1,010	7	6	6
Wyoming	1	Wyoming	Downing	October 10	22	112	134	655	6	7	7
Queens	2	Woodhaven	Wright	October 10	29	143	172	833	26	10	13
Chautauqua	3	Ellington	McLachlan	October 10	36	49	130	643	8	6	6
Genesee	...	Batavia	Wheelock	October 10	51	169	220	938	7	7	7
Rensselaer	2	Bath on-the-Hudson	Scudder	October 10	26	98	124	549	19	12	13
Greene	1-2	Catskill	Downing	October 24	41	154	195	966	14	9	12
Ulster	1	Kingston	Scudder	October 24	31	97	128	602	27	12	15
Schenectady	...	Marlboro	Stout	October 24	24	85	109	534	14	8	10
Rensselaer	1	Schenectady	Wheelock	October 24	15	60	75	372	70	9	9
Onondaga	2	Hoosick Falls	Wheelock	October 24	24	118	142	679	13	8	9
		Skaneateles	Wheelock	October 31	30	86	116	577	10	8	8

Livingston	1	Livonia	Downing	October	31	28	99	127	28	98	136	629	11	7	6
Chenango	2	Oxford	Scudder	October	31	43	150	193	39	139	178	890	4	6	5
Allegany	2	Belmont	Stout	October	31	22	153	175	21	151	172	806	14	8	8
Delaware	1	Walton	Sanford	October	31	43	180	223	43	179	222	1,112	6	7	7
Sullivan	1	Monticello	Wright	November	14	37	86	123	37	84	121	606	12	6	8
Chautauqua	2	Liberty	McLachlan	November	14	36	88	124	36	87	123	616	6	6	6
Niagara	1	Sherman	Stout	November	14	24	103	127	24	102	126	631	5	6	6
Schoharie	2	Niagara Falls	Sanford	November	14	30	121	151	27	118	145	724	8	9	9
Clinton	2	Cobleskill	Downing	November	14	64	79	143	63	78	141	706	9	5	7
Niagara	1	Plattsburgh	McLachlan	November	28	22	113	135	22	110	132	660	11	10	11
Onondaga	1	Lockport	Sanford	November	28	29	60	89	26	57	83	414	5	6	6
Saratoga	3	E. Syracuse	Wright	November	28	33	130	163	33	127	160	798	8	6	7
Steuben	2	Schuylerville	Scudder	November	28	22	106	128	22	105	127	635	7	9	9
Ulster	2	Addison	Downing	November	28	32	113	145	32	109	141	703	8	7	7
Chautauqua	2	Ellenville	Cary	November	28	28	99	127	28	97	125	623	17	7	9
Cortland	2	Silver Creek	Stout	November	28	27	99	126	26	99	125	625	10	7	6
Erle	2	Homer	Stout	December	5	25	82	107	25	82	107	534	6	5	5
Orleans	1	Alden	Sanford	December	5	30	92	122	30	88	118	588	8	9	9
Putnam .....	...	Albion	Downing	December	5	57	146	203	57	145	202	1,008	5	8	7
Saratoga	1	Cold Spring	Wright	December	5	22	55	77	21	55	76	378	22	12	15
Chenung .....	...	Mechanicville	McLachlan	December	5	16	116	132	16	115	131	653	11	9	8
Lewis	2	Horseheads	Stout	December	12	22	121	143	22	116	138	687	12	14	14
Monroe	3	Lowville	Sanford	December	12	17	108	125	17	105	122	608	8	9	8
Otego	1	Verona	Wright	December	12	30	88	118	29	88	117	585	9	5	6
Madison	2	Brighton	McLachlan	December	12	30	120	150	27	117	144	719	5	8	7
Monroe	1	Oneonta	Downing	December	12	62	136	198	62	136	198	987	9	8	8
Otego	2	Morrisville	McLachlan	December	19	31	120	151	30	119	149	747	7	7	7
Steuben	1	Spencerport	Downing	December	19	42	103	145	42	103	149	725	10	9	9
...	1	Richfield Springs	Sanford	December	19	64	139	203	61	132	193	965	12	9	10
...	1	Bath	Stout	December	19	56	121	177	53	114	167	835	9	8	8
...	3	Canistota	Wright	December	19	37	108	145	36	99	135	078	5	5	5
Onida	1	Whitesboro	Downing	1893.	2	17	70	87	16	67	83	416	17	8	10
Broome	2	Chenango Forks	Sanford	January	9	26	118	144	25	117	142	711	4	8	7
Yates .....	...	Penn Yan	Downing	January	23	49	105	134	45	99	144	721	6	7	7
Herkimer	2	Ilion	Downing	January	30	31	107	138	31	104	135	675	6	8	8
Columbia	2	Chatham	Stout	February	27	32	84	116	32	81	113	564	17	9	11
Ontario	1	Phelps	Stout	March	27	15	99	114	15	93	108	537	19	8	10
Erie	3	Springville	Downing	March	13	19	72	91	19	72	91	455	6	7	7
Kings .....	...	New Utrecht	Downing	March	27	13	76	89	11	62	73	291	28	9	13
Orange	1-2	Goshen	Sanford	March	10	49	200	249	48	199	247	232	24	11	14
Oswego	1	Fulton	Scudder	March	10	16	136	152	16	133	149	747	10	7	8
Westchester	1	Mamaroneck	Stout	March	3	17	86	103	17	86	103	514	33	17	19
Tioga .....	...	Owego	Stout	March	10	36	234	270	33	221	254	1,269	9	7	8
Rockland .....	...	Suffern	Sanford	March	17	27	54	81	25	50	75	378	25	14	17
Wayne	2	Palmyra	McLachlan	March	17	22	124	146	21	122	143	717	8	7	7
Suffolk	2	Port Jefferson	Stout	March	17	33	129	162	31	124	155	775	18	10	12
Jefferson	3	Tafargeville	Downing	March	17	25	134	159	24	134	158	788	8	7	8

STATISTICAL TABLES — (Continued).

List of Teachers' Institutes held, showing attendance and experience, from September 19, 1892, to June 9, 1893.

COUNTY.	District.	Place.	Conductor.	Date.	TEACHERS IN ATTENDANCE.			AVERAGE ATTENDANCE.			Aggregate days' attendance.	AVERAGE NUMBER OF TERMS TAUGHT.		
					Males.	Females.	Total.	Males.	Females.	Total.		Males.	Females.	Total.
Cortland	1-2	Marathon	McLachlan ... } Hendrick	March	24	153	177	24	153	177	885	11	6	6
Suffolk	1	Southampton	Stout	March	31	77	108	28	72	100	497	15	12	13
Queens	1	Oyster Bay	Sanford	March	20	78	98	20	77	97	385	17	15	15
Jefferson	2	Philadelphia	Downing	March	16	131	147	16	130	146	729	11	7	8
Westchester	3	Peekskill	Wright	March	19	96	115	16	91	107	537	23	10	12
Ontario	2	Canandaigua	Scudder	March	19	145	164	18	141	159	797	8	8	8
Richmond .....	...	Stapleton	Downing	March	28	107	135	27	94	121	602	33	18	21
Jefferson	1	Adams	Downing	May	29	112	141	29	111	140	702	5	7	6
Herkimer	1	Newport	Wright	May	20	104	124	19	102	121	607	13	6	7
Albany	3	Altamont	Sanford	May	16	69	85	16	67	83	410	13	10	11
Westchester	2	White Plains	Stout	May	13	74	87	12	71	83	415	31	16	18
Montgomery .....	...	Canajoharie	McLachlan ... } Wheelock	May	46	113	159	45	109	154	772	18	12	14
Franklin	1-2	Malone	Downing	May	20	207	227	20	207	227	1,131	4	7	6
Dutchess	1	Matteawan	Stout	May	30	144	174	29	142	171	854	20	11	13
Albany	1	Coeysman's Junction	Sanford	May	12	34	46	12	33	45	225	18	11	13
Broome	1	Windor	McLachlan	May	20	124	144	20	124	144	718	8	6	7
St. Lawrence	1	Gouverneur	H'drick-Wright	May	18	176	194	18	174	192	961	8	8	8
Oswego	3	Pulaski	Scudder	May	19	164	183	19	162	181	915	7	6	6
Albany	2	Rensselaerville	Sanford	May	12	44	56	11	43	54	271	8	7	8
Clinton	2	Rouses Point	McLachlan	May	18	98	116	18	97	115	571	9	8	8
Fulton .....	...	Johnstown	Stout	May	31	82	113	31	81	112	557	6	6	6
St. Lawrence	3	Norwood	Downing	May	35	174	209	35	173	208	1,041	4	6	5
Washington	2	Whitehall	Wheelock	May	11	148	159	10	147	157	789	13	9	11
Essex	2	Crown Point	Downing	May	26	102	128	26	102	128	640	11	10	10
Seneca .....	...	Waterloo	McLachlan	May	23	132	155	23	109	132	661	14	9	9
Lewis	1	Turin	Sanford	May	14	115	129	14	114	128	641	8	7	7
Oneida	2	Clinton	Hendrick	May	16	119	135	16	116	132	659	9	3	4
Columbia	1	Claverack	Scudder	May	12	67	79	12	65	77	382	22	12	14
Delaware	2	Delhi	Stout	May	44	139	183	44	135	179	842	9	7	7
Warren	Lake George	Wheelock	May	18	107	125	18	106	124	630	9	8	9

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STATISTICAL TABLES — (Continued).
Comparative Summary of Teachers' Institutes for Fourteen Years.

YEARS.	Number of counties.	Number of institutes.	Number of teachers in attendance.	Average daily attendance.	Per cent of average attendance to total number of teachers.	Aggregate number of days' attendance.	Days of attendance per teacher.	Average number of teachers per county.	Average number of teachers per institute.	Amount paid by the State.	Average expense per county.	Average expense per institute.	Average expense per teacher.
1880	58	79	15,404	10,874	70.59	56,006	3.63	265	195	\$15,618 50	\$269 28	\$197 70	\$1 01
1881	58	77	13,209	9,572	72.46	47,434	3.59	227	171	16,936 87	292 01	219 95	1 28
1882	58	73	13,231	9,122	68.94	45,607	3.44	228	181	16,040 72	276 56	219 73	1 24
1883	58	73	14,477	10,231	70.67	50,915	3.52	258	198	15,770 66	271 90	216 03	1 08
1884	58	71	14,770	10,272	69.54	51,393	3.48	254	208	16,926 81	291 82	238 40	1 14
1885	58	72	18,295	14,378	78.59	71,932	3.93	315	254	18,433 21	317 81	256 01	1 00
1886	58	77	17,739	14,925	84.13	74,639	4.21	306	230	18,986 95	327 36	246 60	1 07
1887	56	89	14,818	13,274	89.58	66,340	4.47	264	166	18,555 54	331 35	208 48	1 25
1888	58	110	16,214	15,138	93.36	75,031	4.63	279	147	24,227 81	417 72	220 25	1 49
1889	59	112	16,315	15,556	95.35	76,652	4.69	277	146	24,296 75	411 81	216 93	1 49
1890 (a).....	55	93	12,699	12,105	95.99	60,112	4.76	.....	137	19,573 84	.....	210 47	1 63
1891 (b)	57	109	15,075	14,450	95.85	70,766	4.69	.....	138	23,144 41	.....	212 33	1 54
1892 (c)	47	70	9,329	9,018	96.66	45,043	4.82	.....	132	13,117 66	.....	197 39	1 48
1893 (d).....	59	110	15,430	15,002	97.22	74,220	4.81	.....	140	28,143 44	.....	254 97	1 88

(a) For eleven months. (b) For year ending December 1, 1891. (c) For eight months ending June 13, 1892. (d) For school year 1892-3.
Average local expense, 1892, \$45 73. Average local expense, 1893, \$40.62.

EXHIBIT No. 17.

'TEACHERS' TRAINING CLASSES.

1. REPORT OF SUPERVISOR OF TRAINING CLASSES.
 2. REPORT OF INSPECTORS.
 3. STATISTICAL TABLES.
 - a. LIST OF INSTITUTIONS WHICH ORGANIZED TEACHERS' TRAINING CLASSES FOR FIRST AND SECOND TERMS, 1892-3, WITH AMOUNT OF MONEY APPORTIONED TO EACH INSTITUTION.
 - b. STATISTICS SHOWING CONDITION OF TEACHERS' TRAINING CLASSES FOR FIRST TERM OF SCHOOL YEAR 1892-3.
 - c. STATISTICS SHOWING CONDITION OF TEACHERS' TRAINING CLASSES FOR SECOND TERM OF SCHOOL YEAR 1892-3.
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TEACHERS' TRAINING CLASSES.

CHARLES R. SKINNER, A. M., *Supervisor of Training Classes.*

Inspectors :

ELISHA CURTISS, A. M., Sodus.

JOHN L. SWEENEY, Cassville.

1. REPORT OF SUPERVISOR OF TEACHERS' TRAINING CLASSES.

Hon. JAMES F. CROOKER, *State Superintendent of Public Instruction :*

DEAR SIR.—The supervision of teachers' training classes was transferred to the Department of Public Instruction by chapter 137 of the Laws of 1889. The following summary tells a very gratifying story of the increase which has followed the transfer:

TERM.	No. of classes organized.	NUMBER OF PUPILS REGISTERED.			No. of visits by school commissioners.	No. who had already taught.	No. completing examination for second grade.	No. of scholars allowed.	Amount paid.
		Men.	Women	Total.					
1889-90, First term	49	162	596	758	34	256	208	680	\$7,932 00
1889-90, Second term	59	225	844	1,069	36	327	603	928	10,863 00
1890-91, First term	61	231	758	979	39	304	326	873	14,759 00
1890-91, Second term	56	236	726	962	26	291	462	808	13,037 00
1891-92, First term	82	262	1,012	1,274	52	464	206	1,053	17,612 00
1891-92, Second term	77	292	964	1,256	54	390	365	1,070	16,774 00
1892-93, First term	95	304	1,120	1,424	78	456	254	1,153	19,530 00
1892-93, Second term	100	339	1,179	1,518	81	518	527	1,370	21,740 00

Full statistics are given concerning the classes during the past school year in another place in this exhibit. They make a very satisfactory record of the work of the year. The course of study has been consistently followed, the instruction has very generally been of an excellent character, the inspectors have been diligent and efficient in their visitations, and have been of great assistance to the principals and pupils, school commissioners have made more inspections than ever before, and the condition of the classes has been uniformly healthy and vigorous. I have nothing but encouragement to report of the work of the year. There is no doubt that these classes are useful and powerful agencies in preparing and supplying teachers for the common schools. Their value is being recognized more and more each year, and the possibilities which are before them seem very great, and well worth all our efforts to grasp.

There is a constantly increasing demand for professional teachers, both in city and country, which our excellent normal schools are unable to supply, notwithstanding the fact that these schools were never better equipped, and never were doing better work than now. They are graduating each year an increasing number of trained teachers, but with few exceptions these graduates find positions at attractive salaries in our larger schools, leaving many thousand smaller country schools still demanding qualified teachers. With all that our training classes have thus far been able to do in spite of increased attendance and of enlarged scope of instruction this demand can not be fully met. The State is liberal in its provision for maintenance of training classes, and the returns received from the investment thus far made must be satisfactory. There is evidently a wide field for all that the State is willing to do in this direction. Public sentiment is becoming educated to the fact that the wisest economy in education lies in the employment of qualified teachers at fair prices rather than in the employment of unqualified teachers at any price.

The excellent results which have followed the efforts of the department to increase the efficiency of teachers' classes is an encouragement to greater effort in the future. There is everywhere manifest a healthier sentiment in reference to the training and employment of teachers. Favoritism and politics are becoming weaker elements in the system, and teachers are taking honorable positions to-day because they are qualified to fill them. There is a disposition to disregard the old form of appointment of teachers and to appoint them for merit only. In many of our cities all vacancies among teachers in the schools are filled from graduates of training classes, who are placed on a merit list in the order of their standing upon examination, and the first name on the merit list secures the first vacant position. Members of boards of education appreciate the fact that this is the true method of appointment and relieve them of a privilege which is not always a pleasure, and entirely does away with the "pressure" so often used upon officials to secure favor.

I believe the New York system of teachers' training classes very satisfactory. Other States are adopting it, which is a good test of its value. The course of study is perhaps too cumbersome in some respects, and it can well be simplified and strengthened. It is proposed to do something in this direction during the coming year. Inasmuch as any course of study must naturally cover the work of a school year, I am convinced that, as a rule, the institutions which are doing the best

work are those which are able to take the classes for both terms of the year. Instruction for a single term, which must break in upon any course of study arranged for two terms, can not be fully satisfactory. Therefore, it seems to me good policy to encourage those classes which can be carried through the year, and, so far as possible, provide that the instruction given the class shall be by a graduate of a normal school or by a teacher equally well qualified.

Very respectfully yours,

CHAS. R. SKINNER.

ALBANY, N. Y., *September 1, 1893.*

2. REPORTS OF INSPECTORS OF TEACHERS' TRAINING CLASSES.

REPORT OF PROF. ELISHA CURTISS.

HON. JAMES F. CROOKER, *Superintendent of Public Instruction:*

DEAR SIR.—In compliance with your request I have the honor to transmit to you herewith a report of my inspection of the teachers' training classes for the school year ending July 31, 1893.

IMPROVEMENTS.

During the last year there has been much improvement in the instruction of the teachers' training classes. It has been my effort to visit a class daily and carefully observe the grade and character of the instruction imparted. Generally the classes have the benefit of instruction in two periods of forty-five minutes each.

The teachers of these classes are competent, and make reasonable preparation for their professional work. The better grade of teachers follow the prescribed regulations, and my observation convinces me that all teachers should carefully follow the prescribed course unless specially excused by the Superintendent after the reasons for varying the course of instruction have been carefully considered. I am sure that the members of these classes have better preparation for the work than formerly, and that they are pursuing the course for the sake of becoming more competent teachers. The subject-matter is being more carefully considered. Arithmetic, grammar and geography should be thoroughly reviewed, with a view to understand the subject and to teach the same.

INSTITUTES.

I would recommend that institutes when practicable should be held where these classes are located. Nearly one-fifth of the members of the institute could enjoy its benefits without additional expense.

It is a move in the right direction to require the members of training classes to attend these institutes, as they see work done in a model manner, and better still, get the enthusiasm and spirit of professional teachers.

It would greatly promote the efficiency of the teachers' classes if commissioners would aid in their organization. They know the weak teachers, and if they would exert their influence in urging them to join these classes the members in them would increase, and the instruction would be better given and better received.

The conductors of institutes are doing valuable work for these classes by recognizing the possibility of their efficiency, and welcoming both teachers and members to their institutes. By their calling attention to these classes the members will be encouraged, and many others will be induced to join the class. The recognized value of these classes is becoming better understood, and from them the rural schools will get their professional teachers, and all hopes of their immediate future progress rests in their efficiency.

Again, I would recommend that the course be extended, and that at least one class be organized in each county, in which, after successfully completing a prescribed course, the members may receive a first grade certificate.

The regulations and course of study for the training classes should be carefully revised. Their provisions should be made explicit, and should be adhered to strictly.

In closing allow me to acknowledge the courtesy shown me by yourself and your associates at the Department of Public Instruction.

All of which is respectfully submitted.

ELISHA CURTISS.

Sodus, *September 1, 1893.*

REPORT OF PROF. JOHN L. SWEENEY.

Hon. J. F. CROOKER, *State Superintendent of Public Instruction:*

SIR.—I herewith submit my second annual report as inspector of teachers' training classes.

VIEWS OF TRAINING CLASS WORK.

It is a well established fact that the training classes are to provide teachers for the rural schools of the State, and that pupils therein should be well instructed in the subjects taught in those schools, is beyond question. Their instruction should be imbued with a progressive and intelligent educational spirit, for the success of the rural schools depends,

in a great measure, upon the standard of instruction given in these training classes. The course of study now in use has been prescribed to accomplish this, and I believe the requirements for admission to be just. However unsatisfactory such a course may be when measured by the ideal standard or by the present standard of graduation from the normal schools, its completion necessitates a vastly better preparation for teaching than has been required in the past of a great majority of teachers in charge of the public schools.

Systematic study of the science and art of education is begun at the beginning of the course and extends to its completion, thus making it impossible for any pupil-teacher to spend any time in the school without distinctly turning his thoughts to the professional use of the knowledge of subject-matter which he acquires in his class work.

It is expected that all of the teaching of those schools that have a training class under their supervision will be an effective, practical illustration of the best educational methods. It is also confidently hoped and expected that the pupil-teachers will have some study of the history and methods of education that will conduce to a habit of enlightened and progressive professional thought. This thought must be the result of their own study and observation; otherwise it must be considered as the result of mere imitation or the inculcation of mechanical work.

INSPECTION.

In my visitations I aim to make the pupil-teachers acquainted with the work from the standpoint of the investigator and impress upon them the great responsibility that rests upon them in and out of the school-room. I also try to have them study the human mind as much as possible, so that they will naturally incline to the best and most effective methods of teaching and be able to observe at once the superiority of the good method when their attention is called to it. In conclusion I try to show the young teachers that they shall be the adapters of good and honest work, rather than imitators of methods received from others. I have explained and shown to instructors and teachers alike the interest taken by the State Superintendent and all who have this work in charge, and it has had a tendency on the part of both to do better and more effective work.

IMPORTANCE OF PERSONAL PRACTICE WORK.

The important feature of practice work is one that I have encouraged and tried to promote. Under the eye and guidance of a competent teacher, many valuable lessons in practice and observation work will be given. I have considered it exceedingly desirable that this branch of

the work receive special attention, for it will do much to make successful teachers, and utilize the subject-matter work received in school for the preparation of teachers, and it will also go far towards co-ordinating the work of these classes with that of the normal schools and inspire those close relations that should naturally exist between these two great agencies of the State.

OTHER FEATURES OF THE WORK CONSIDERED.

I have also observed the other particulars that I reported last year, in the following order:

First. The number of pupil teachers in each class and the conditions of admission.

Second. The character of the instruction given.

INCENTIVES TO WORK.

The fact that students can have a second-grade certificate, after completing this course and passing the required examinations designated for them and receive special recognition from the State Superintendent on their respective certificates, is sufficient incentive for the principal and student to do faithful work.

CONCLUSION.

All of the principals with whom I have had the pleasure of meeting and discussing the possibilities of the training class work report progress and increased interest by all concerned.

I desire to say, in closing, that I am very grateful to all connected with the Department of Public Instruction for many favors extended.

Very respectfully yours,

JOHN L. SWEENEY.

CASSVILLE, *September 1, 1893.*

4. REGULATIONS AND COURSE OF STUDY FOR THE TRAINING CLASSES IN THE ACADEMIES AND UNION SCHOOLS OF THE STATE.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION,
 SUPERINTENDENT'S OFFICE,
 ALBANY, N. Y., *July 26, 1893.* }

The following instructions and regulations for the organization and government of teachers' training classes in the union schools and academies are hereby prescribed.

J. F. CROOKER,
State Superintendent.

Training Classes.

The following regulations governing teachers' training classes have been prescribed in accordance with chapter 170 of the Laws of 1890, providing for the professional instruction of common school teachers in academies and union schools of the State.

Attention is called to the regulations adopted, to the course of study arranged and to the provisions of the law relating to training classes.

I. APPOINTMENTS.

1. To receive due consideration, applications for appointments to instruct classes should be forwarded to the Department of Public Instruction by the first of May, for the ensuing year.

2. In making assignments to institutions, reference will be had to the following considerations:

(a) The proper distribution of the classes among the school commissioner districts of the State.

(b) The location of the class to accommodate the greatest number of suitable candidates.

(c) Such equipment of the institution as will give assurance of doing substantial work, both in the theory and practice of teaching.

3. To meet the progressive demands of the teaching service, institutions having ample facilities may receive appointments to instruct two classes during the year. The two classes are separate and distinct, and assignments are made only for one term at a time. The appointments for the first term will be announced about the first of June, for the second term about the first of January.

4. The funds paid by the State for this instruction go into the treasury of the institution, and not to any individual. Trustees who pay a fixed salary to their principal are requested not to allow teachers to share in these funds as an extra compensation. Where this is done, it will be considered as a sufficient ground for discontinuing the assignment.

5. A blank form of application will be furnished to institutions requesting the same.

II. QUALIFICATIONS FOR ADMISSION.

1. Candidates must have attained the age of 16 years.

2. They must subscribe, in good faith, to the following declaration: "We, the subscribers, hereby declare that our object in asking admission to the training class is to prepare ourselves for teaching, and that it is our purpose to engage in teaching in the schools of the State of New York."

The principal and school commissioner must be satisfied that the candidates have the moral character, talents and aptness necessary to success in teaching.

3. Before admission they must pass an examination for at least a *third-grade certificate* under the State uniform system; or hold a *Regents' preliminary certificate* and a *pass-card in physiology*.

4. No person can be admitted to the privileges of the class who does not comply with the conditions of admission.

III. ORGANIZATION.

1. The school year is divided into two terms of not less than sixteen nor more than eighteen weeks each.

2. The class must consist of not less than ten nor more than twenty-five members.

3. The compensation allowed institutions for the instruction will be at the rate of one dollar for each week's instruction of each member. But no institution will be allowed to draw from this appropriation more than \$350 for any one term's instruction.

4. To secure the most promising candidates, the following information should be fully announced some time prior to the organization of the class:

(a) The time when the class is to be organized.

(b) The conditions of admission.

(c) The character and advantages of a professional course of study.

(d) The importance of this work in securing teachers' certificates.

5. Principals should consult with the school commissioner with a view to securing from the schools under his visitation, as members of the class, those persons who intend to teach.

6. *Two periods, of forty-five minutes each, every school day, must be occupied with instruction on the topics laid down in the course of study.* Outside of the time given for this separate instruction, such members of the class as have time and ability may be allowed to pursue such other subjects in the school curriculum as will be most profitable, for which, however, no tuition may be charged.

7. Free tuition includes all subjects required for certificates under the uniform system, and also those of the State examination, except the languages as allowed for substitution.

8. A blank form for notice of organization and for making the declaration, to be filled and forwarded to the Department within one week after the organization of the class, will be furnished to the institution.

IV. COURSE OF STUDY.

The following course of study is prescribed upon the advice of a committee of principals representing the union schools and academies of the State.. This course was devised to meet the requirements of the uniform system for teacher's certificates, and to satisfy the conditions of admission to advanced classes in the normal schools of the State.

FIRST TERM.

FIRST RECITATION.

Arithmetic.

(One recitation daily through the term.)

Review of following topics with special reference to teaching:

1. Definition of terms.

2. Notation and enumeration.—Numbers in the decimal scale; numbers in varying scales; fractions; expressions of per cent.

3. The four fundamental processes, applied to numbers in the decimal scale; numbers in varying scale; fractions.

4. Reduction.—Decimals ; fractions ; numbers in varying scales.
5. Properties of numbers.—Classification ; factors ; divisors ; multiples.
6. Ratio and proportion.
7. Involution and square root.
8. Practical measurements.
9. Application of percentage — in which time is not an element.
10. Interest and discount.—Partial payments by United States rule ; true discount ; bank discount ; commercial discount.

SECOND RECITATION.

Geography.

(One recitation daily for eight weeks.)

Review of the following topics with special reference to teaching :

1. Definition of terms.
2. Shape, size and motions of the earth ; day and night ; the seasons.
3. State of New York.—Boundaries and extent ; mountains ; rivers and lakes ; counties ; cities and important villages ; agricultural and mineral productions ; commerce ; railroads and navigable waters ; climate ; industries or occupations ; places noted for natural scenery ; places of historic interest.
4. The United States.—Boundaries and extent ; States and territories ; mountain and river systems ; agricultural and mineral productions ; important cities ; population ; commerce and transcontinental lines of travel ; industries or occupations.
5. Other countries of the world, especially Europe.
6. The great mountain systems and ranges of the world.
7. The principal rivers of the world.
8. Latitude and longitude ; local and standard time.
9. Physical phenomena.—Climate ; tides ; ocean currents and trade winds.
10. Races of men.—Location ; characteristics ; occupations.

The remainder of the term is to be devoted to the study of methods of teaching. The relative time given to each of the following subjects is left to the discretion of the instructor:

Methods in primary number.

(See observation and practice work.)

Methods in geography.

(See observation and practice work.)

SECOND TERM.

FIRST RECITATION.

Language and grammar.

(One recitation daily through the term.)

Review of the following topics with special reference to teaching.

1. Definitions of terms.
2. Parts of speech.—Classes ; modifications ; inflections ; syntax.

3. Analysis of sentences.—Principal clauses ; subordinate clauses ; analysis of clauses ; modifiers — words, phrases, clauses ; classification of modifiers as to office.

4. Construction.—Involving a knowledge of the foregoing topics.

5. Composition.—Divisions ; subject, heads, thoughts.

About familiar subjects ; objects, animals, metals, plants, incidents.

Letter writing ; bills, orders, receipts, acknowledgements, introductions.

SECOND RECITATION.

Physiology.

(Four weeks.)

Review with special reference to teaching. (See syllabus.)

School management and school law.

(Four weeks. See syllabus.)

The remainder of the term is to be devoted to methods of teaching. The relative time given to each of the following subjects is left to the discretion of the instructor:

Methods of teaching reading.

(See observation and practice work.)

Methods of teaching language.

(See observation and practice work.)

1. *Form study and drawing.* One recitation every week through each term. The particular day of the week is left to the convenience of the instructor. Where desirable this topic may be presented each day consecutively until completed.

2. *The examination* of the training classes under the uniform system will be held the third Saturday of January and the second Saturday of June.

3. *The laws of mental development and principles of teaching* are to be considered especially in the study of methods of teaching ; but as these laws and principles are fundamental to the professional study of the teacher, they can be illustrated and developed in connection with any of the above subjects of study.

4. When the principal is not satisfied with the proficiency of any member in *American history* and *civil government* these subjects are to be studied in connection with the regular class work of the school. Under no consideration are these subjects to take any of the regular time given to the training class.

5. The committee appointed by the conference of secondary principals to prepare a course of study recommend that a portion of the time assigned to subject-matter work may be devoted to the study of methods of teaching, or given to observation and practice work, as may seem to be demanded by the best interest of the class.

In accordance with this recommendation, instructors are permitted to spend more time in the study of those topics of a purely professional character, provided the class is unusually proficient in the subject-matter branches. In such cases it is required that the Department be notified of the change in the course of study.

6. Persons graduating from teachers' training classes, hereafter organized, and bringing a second-grade certificate granted under the uniform system, together with a certificate of proficiency from the principal of the school where the work was performed, will be credited with the following subject-matter complete for the normal course: Arithmetic, grammar, descriptive and political geography, American history and civil government.

V. OBSERVATION AND PRACTICE WORK.

1. The course of study devotes ten weeks each term to the special study of methods of teaching; during the first term, ten weeks to number and geography; during the second term, ten weeks to reading and language. Part of the time given to these topics must be spent in observation and practice work under the direction of the instructor of the class acting as critic. One consideration specially noted in granting applications is the opportunities afforded for observation and practice work, and it is insisted that these opportunities be improved.

2. *Observation.* In addition to receiving methods of teaching on the authority of the instructor, it is very important that the members should be trained to critically observe and intelligently interpret the principles of teaching by being brought in contact with the pupils in the actual work of imparting instruction. To afford this training, it is expected that the critic teacher, at least twice a week, will give an opportunity to witness practical work, either by taking the class to other departments of the school to observe the work of experienced teachers, or by bringing pupils from other departments to receive a model lesson from the critic teacher.

3. For practice work it is recommended that each member be given actual work in teaching, both by taking charge of a class in other departments of the school as often as is consistent with the work of the school, and by having pupils brought before the training class to receive a lesson from a member designated for that purpose.

4. At a subsequent recitation let this observation and practice work be reviewed by the critic teacher, the underlying principles clearly brought out and the proper methods forcibly presented. In the presentation of the methods the outlines as given in the syllabus may prove suggestive to the critic teacher. The time devoted to the observation work and the criticisms on the work will be accounted part of the regular daily periods of class instruction.

5. Very much depends upon the instructor of these classes whether the instruction and practice drill are of proper grade and character. The number of graduates sent out each year from our normal schools is ample to furnish competent and thoroughly trained teachers to take charge of the classes. Duty to the common schools demands thoroughly trained teachers for this work.

6. If the inspector in his visitations shall find any person in charge of the instruction who is not qualified by professional study or experience to properly present the work, he is authorized to report the fact to the Superintendent, who will annul the appointment to instruct such a class.

VI. EXAMINATION.

1. The examination for a second-grade certificate under the uniform system will constitute the final examination of the class.

2. Institutions will be allowed tuition for all members of the class who have satisfied the condition of admission and who have attended, faithfully and studiously, to the work of the term for the length of time (sixteen weeks) required by law in accordance with section 3 of organization, page 4, even though the examination for a second-grade certificate has not been completed. Candidates for the teachers' training class may be received at any time, provided that they receive sixteen weeks of consecutive instruction before the final examination for a second-grade certificate in June.

3. It is required that every member shall appear in the report of the uniform examination at the close of the term. The Department reserves the right of refusing payment for the instruction of members not entering the examination or not reaching a fair standing in the subjects embraced in the course of study.

4. Members will be exempt from examination in those subjects in which they have attained standings of seventy-five per cent at previous examinations held within six months, as provided by rule 14 of the regulations governing uniform examinations.

5. Inasmuch as the examination at the close of each term has been appointed with special reference to the convenience of these classes, it is required that the members shall enter no other uniform examination during the term of study.

6. To recognize the professional work of the training classes, their second-grade certificates will be indorsed as follows: "The holder of this certificate has been a member of the training class, and has received special instruction in the theory and practice of teaching as prescribed in the course of study arranged by the Department of Public Instruction."

7. The following extracts from the regulations governing uniform examinations give the requirements for certificates of the second and third grade:

"Candidates for certificates of the third grade shall be required to pass an oral examination in reading, and written examination in arithmetic, composition, geography, grammar, orthography, penmanship, and physiology and hygiene."

"Candidates for certificates of the second grade shall be required to pass an oral examination in reading, and a written examination in the subjects required for certificates of the third grade; also in American history, civil government, current topics, methods and school economy, and drawing."

8. Rule 23 of the regulations governing uniform examinations fixes the time of holding such examinations as follows:

"Examinations for certificates of the second and third grades shall, unless omitted in the discretion of the school commissioner, be held in each commissioner district on the third Saturday of January, the second Saturday each of February and June, the first Saturday each of April, September, October and November, the first Tuesday of March, and the third Tuesday of August. Examinations for certificates of the first

grade shall begin on the first Tuesday of March and the third Tuesday of August and continue two days. No examination shall be held upon any other date than those above enumerated, except by direction of the State Superintendent of Public Instruction."

9. A blank form for making a report of the organization and final examination of the class will be furnished by the Department. It is expected that this report will be forwarded within two weeks after the date of the final examination, as the apportionment of public money for the instruction will be assigned to the different institutions at that time.

VII. SCHOOL COMMISSIONER.

1. The duties of the school commissioner to the training class are defined by section 7, chapter 170 of the Laws of 1890.

2. School commissioners are instructed to accept one term's work in a training class under the supervision and criticism of a competent instructor, as an equivalent for the sixteen weeks' successful experience in teaching required in rule 7 of the regulations governing uniform examinations. Any member without experience as a teacher, failing to secure a second-grade certificate at the training-class examination, can not become a candidate for a second-grade certificate at any subsequent examination until the successful experience has been acquired.

3. After visiting the class the school commissioner is directed to immediately forward to this Department a report concerning the number in the class satisfying the conditions of admission, the character and quality of the instruction imparted, and the improvement of the opportunity afforded for observation and practice work. At the close of the term the results of the final examination must also be reported. Blank forms will be provided for these reports.

4. It is to be expected that the training class, as a class, will attend the teachers' institute held in the district where the class is organized. Let each member of the class keep a full record of the subjects discussed and methods presented by the instructors, and subject the same to the examination of the teacher of the class.

VIII. CHAPTER 170 OF THE LAWS OF 1890.

AN ACT IN REGARD TO THE PROFESSIONAL INSTRUCTION OF COMMON SCHOOL TEACHERS IN ACADEMIES AND UNION SCHOOLS.

APPROVED by the Governor April 23, 1890 Passed, three-fifths being present.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. There shall be annually appropriated out of the income of the United States deposit fund not otherwise appropriated, the sum of \$30,000 and out of the free school fund the sum of \$30,000 for the instruction of competent persons in academies and union schools, in the science and practice of common school teaching, under a course to be prescribed by the Superintendent of Public Instruction.

§ 2. The Superintendent of Public Instruction shall designate the academies and union schools in which such instruction shall be given, distributing them among the school commissioner districts of the State, as nearly as may well be, having reference to the number of school

districts in each, to location and to the character of the institutions selected.

§ 3. Every academy and union school so designated shall instruct a class of not less than ten nor more than twenty-five scholars, and every scholar admitted to such class shall continue under instruction not less than sixteen weeks. The Superintendent shall prescribe the conditions of admission to the classes, the course of instruction and the rules and regulations under which said instruction shall be given, and shall, in his discretion, determine the number of classes which may be formed in any one year, in any academy or union school, and the length of time exceeding sixteen weeks during which such instruction may be given.

§ 4. Instruction shall be free to all scholars admitted to such classes, and who have continued in them the length of time required by the third section of this act.

§ 5. The trustees of all academies and union schools in which such instruction shall be given shall be paid from the appropriations mentioned in the first section of this act at the rate of one dollar for each week's instruction of each scholar, on the certificate of the Superintendent to be furnished to the Comptroller.

§ 6. The appropriation provided by this act, for the instruction in academies and union schools in the science and practice of common school teaching, shall be deemed to include, and shall include, the due inspection and supervision of such instruction by the Superintendent of Public Instruction, and the expenses of such inspection and supervision for the present and each succeeding fiscal year, shall be paid out of said appropriation on vouchers certified by the Superintendent.

§ 7. Each class organized in any academy or union school under appointment by the Superintendent for instruction in the science and practice of common school teaching, shall be subject to the visitation of the school commissioner of the district in which such academy or union school is situated ; and it shall be the duty of said commissioner to advise and assist the principals of said academies or union schools in the organization and management of said classes, and at the close of the term of instruction of said classes, under the direction of the Superintendent, to examine the students in such classes, and to issue teachers' certificates to such as show moral character, fitness and scholastic and professional qualifications, worthy thereof.

§ 8. All acts and parts of acts inconsistent with the provisions of this act are hereby repealed.

§ 9. This act shall take effect immediately.

The foregoing regulations governing teachers' training classes must be adhered to strictly. Principals by so doing will save the Department unnecessary correspondence and themselves much trouble.

IX. SYLLABUS.

The following outlines are presented to aid in the study of the methods of teaching, as prescribed during the last ten weeks of each term. Inasmuch as the training classes are not all of the same grade of scholarship, these outlines are not given with the expectation that they are to be followed strictly to the letter, but rather as suggestions to teachers who have no better plan of work.

THE MENTAL POWERS AND THE LAWS OF MENTAL DEVELOPMENT.

I. The mind:

1. The teacher must have practical knowledge of the mind.
2. The laws of its growth.
3. Means of its culture.
4. The right methods of using the means of culture.
5. What the mind is and does.

II. Attention:

1. How to secure.
2. How to retain.
3. Conditions of.

III. How knowledge is gained:

Perception.

1. Ideas of pressure and resistance. The sense of muscular resistance.
2. Ideas in regard to the surface of objects. Touch and its organs.
3. Ideas of flavor. Taste.
4. Ideas of odor. Smell.
5. Ideas of sound. Hearing.
6. Ideas of light and color. Sight.
7. Secondary (or acquired) perceptions.
8. Law.—Ideas belonging to one sense can not be conveyed through another sense. Application of this law in teaching.
9. Sense training.
 - (a.) Neglect of.
 - (b.) Importance of.
 - (c.) Best means of.

Memory.

Two-fold character.—Reproduction and recognition, spontaneous and voluntary.
 Kinds.—Abitrary — Rote learning.
 Suggestive — Learning by heart.
 Associative.
 Growth of memory.—“Plastic Period.”
 How best cultivated.
 Educational value.

Imagination.

On what depends.
 Kinds.—Reproductive constructive.
 Necessity of training.
 Its utility in education and in life.
 Means of cultivation.
 Relation to general school work.

Reason.

Relation to preceding powers.
 Results to be aimed at by teachers.
 Kinds.—Inductive, deductive, analytical, synthetical, demonstrative, dogmatic.
 Means of cultivation.

IV. Principles of mental culture.

Senses trained by object-teaching. Ideas before words; thoughts before sentences; knowledge before definitions; facts before inference; processes before rules.

Power to do comes by doing. Power to think comes by thinking. Right habits result from acts frequently and rightly performed.

METHODS IN NUMBER.

I. Preliminary suggestions.

1. Distinguish between number-teaching and the formal teaching of arithmetic.
2. Arithmetic as a science and an art.
3. A brief presentation of the mental faculties that are brought into action and developed by its study and practice and a brief study of each faculty.
4. The mental principles upon which recognized or accepted pedagogical rules are based, and their application in teaching arithmetic.

II. Primary work:

1. Method.—Concrete.
2. Furniture.
 - (a.) Frames.
 - (b.) Pictures.
 - (c.) Counters — Beans, corn, pebbles, etc.
3. Write numbers.
 - (a.) Distinguish between the object and the number. Object word — Figure.
4. The idea of number.
 - (a.) Its expression.
 - (b.) The relation of numbers.
 - (c.) Kinds of numbers.
5. Develop the idea of the order and relation of the figures in the numbers. (Ideas of the meaning of each step dwelt on until comprehended. Explanations and practice in the use of numbers.)
6. Grube method.
 - (a.) Limitations of first year's work; outline of second; development of each number; combining and separating.
 - (b.) Develop idea of the terms, and define.
 - (c.) Develop idea of operations, and give rule.
 - (d.) Develop idea of proofs, and state methods.
 - (e.) Make tables.
 - (f.) Give examples.

7. Teaching of the fundamental rules.

(a.) Methods of teaching reading and writing numbers.

(b.) Systems of practice in addition to gain rapidity and exactness.

III. Factoring:

1. Development of; divisors, multiples, terms, principles.
2. Operations and applications illustrated by examples and problems.

IV. Fractions. Development of:

1. The idea of a fraction.
2. The terms, forms, values, classes, uses, changes in forms.
3. Operations, principles, reduction.

V. Decimal fractions:

1. Treated the same as common fractions.
2. The distinction between decimal and common fractions and simple whole numbers made clear.

VI. Denominate numbers:

1. Development of tables, scales, their meaning, use and how derived.
2. Kinds of units as to form, name and application.
3. Reductions, principles and operations developed from work.

VII. Percentage:

1. Derivation, meaning and application of the term.
2. Development of terms, definitions and principles.
3. Elements of: base, rate, percentage, difference and amount.
4. Development of formulas and rules.
5. Oral and written solutions of examples and problems.

METHODS IN GEOGRAPHY.

I. Local primary:

1. The hands and pointing.
2. Direction and facing.
3. Location and direction.
4. Points of the compass.
5. Lines and their names.
6. Lines for the points of the compass.
7. Draw ground plan of a school-room.
8. Plan of lot and house.
9. How to begin map study.

II. Advanced primary:

1. Study of district, with roads, bridges, buildings, railroads and watercourses.
2. Study of township, with villages, hamlets, streams and bodies of water.
3. Study of township, with the surrounding towns.
4. Draw outline map of county, with township lines.
5. How to go from county to earth as a whole.

III. General study of counties:

1. Position.
2. Boundaries — outline map.
3. Relief.
4. Drainage.
5. Soil.
6. Climate.
7. Vegetation — Flora.
8. Animals — Fauna.
9. Occupations of the inhabitants.
10. Talks on definitions — when to learn them and how to use them.
11. Suggestions in regard to arousing interest in the study.

IV. Work on State of New York:

1. Outline map on blackboard.
2. Boundaries $\left\{ \begin{array}{l} \text{Land.} \\ \text{Water.} \end{array} \right.$
3. Mountains — class to learn location of three or four ranges; describe in class; locate on the blackboard map.
4. Valleys — class to give location, describe.
5. Lakes — class to give location, describe.
6. Rivers — five largest — class to learn course, direction of flow and into what each empties; important cities on each.
7. Islands — class to give location, describe.
8. Cities — class to learn location and important and interesting facts about buildings; processes of manufacturing articles. The work to be reproduced in composition form for next recitation.
9. Railroads and canals — require termini, direction; principal cities along the line; principal industries of each.
10. Conversational lessons — on occupations, productions, education, government and public buildings.
11. Dictation on map.

PHYSIOLOGY AND HYGIENE.

I. Utility of the study :

1. Practical.

- (a.) Knowledge of hygiene will affect personal habits and practices to some extent.
- (b.) An intelligent conception of the body as a piece of delicate mechanism tends to prevent its owner from trifling with it — one does not tinker with a fine watch, or intrust it to a blacksmith to be mended. Quacks and nostrums do not find favor with one that understands the body.
- (c.) Though a knowledge of hygienic laws does not always insure their practice, yet that knowledge on the part of future parents and teachers, if well grounded in the apprehension of the perfection and complexity of the human machine, must tend to better hygienic management of children at home and at school.

2. Educational :

- (a.) Affords opportunity for the study of things, as opposed to the study of words and abstractions — things in which the pupils may be easily interested and of which their parents will be glad to have them learn — thus training their powers of observation and comparison.
- (b.) Serves as a center about which the teacher may group the beginnings and the most important elementary facts of biology, chemistry and physics.
- (c.) Gives abundant exercise in tracing out adaptations of means to ends.
- (d.) Develops the idea of analogy as distinguished from similarity.
- (e.) As the nomenclature of anatomy and physiology is tolerably precise, recitations in these subjects give opportunity in older classes for the cultivation of accurate diction. In younger classes the propensity of bright children to delight in their ability to use new words, especially "hard names," finds natural and healthy indulgence if the teacher makes sure that they first have the ideas, and then discreetly encourages them to acquire the names, avoiding any forcing.

II. Suggestions to teachers :

- 1. Teach objectively and by observation as much as possible.
- 2 Exhibit, when possible, the part or object described, taken from the lower animals.
- 3. For objective teaching of physiology great assistance is rendered by the possession of a manikin, models, charts, microscope and prepared specimens.
- 4. Encourage the pupils to invent simple experiments and to observe analogies from nature to illustrate the lesson.
- 5. Aim to present the laws of life in a practical way, so that they will become a guide to living.
- 6. Teach physiology by a daily practice of hygienic laws. To allow pupils to sit in draughts, to pay no attention to ventilation and arrangement of light, to be careless in regard to diet, dress and hours of sleep teaches to little purpose.
- 7. Show clearly, without overstatement, the pernicious effect of alcohol and narcotics upon life and health, organ and function.

III. Method of work. Primary :

- 1. The study of physiology should be confined to parts that can be seen or felt. Names should be taught and children should be exercised in "touching." They should be led to discover the functions and adaptations of these parts and to compare them with corresponding parts of lower animals.
- 2. All pictures or descriptions that would excite unpleasant thoughts or morbid fancies are out of place with young children.

3. Terms to be taught :

Head, trunk, limbs, right, left.	forearm, radius, ulna, wrist, palm, knuckles, thumb, forefinger, middle finger, ringfinger, little finger, finger-tip.	enamel, incisors, eye-teeth, molars, tongue, saliva.	throat, windpipe, larynx.
Legs, ankle, knee, hip, thigh, kneecap, calf, shin.	Skull, crown, hair, face, cheek-bone, forehead, temples, cheek, chin, mouth, lips, teeth, crown, root, gum,	Eye, pupil, iris, eyeball, socket, (orbit), eyelids, eyelashes, eyebrows, tears,	Breast, breast-bone, ribs. armpits.
Foot, toe, nail, ball, sole, instep, heel.		Nose, nostrils, bridge, septum,	Back, chest, abdomen, loins. spine.
Shoulder, shoulder-blade, collar-bone, arm, elbow,		Ear, lobe, canal .	Skin, cuticle, true-skin, pores.
		Neck,	Sweat, blood, arteries, veins.
			Muscles, sinews, (tendons), joints.

In review teach names or corresponding parts of lower animals;
e. g., stifle, hock, pastern, hoof, etc.

4. Lessons on the care of the eyes, ears, teeth, skin, hair, hands and feet should be given in connection with the study of those organs, and there should be talks about habits of eating, drinking, breathing, bathing, sitting and sleeping.
5. The attention of the children may be called to the melancholy and too plainly visible effects of intemperance upon the body, and they may be led to pity the sinner and detest the sin. But the utmost care must be used not to hurt the feelings of children that suffer from the drink habit in others.

IV. Method of work :

In graded schools the same general method of oral work may be continued through the intermediate years. The organs and processes of digestion, circulation, respiration and excretion should be taught. Pupils should become familiar with the location and appearance of the organs by the use of pictures and charts or blackboard drawings, by touching those parts of their bodies beneath which these organs are situated, and particularly by examining the organs themselves as found in other animals. Functions should be explained in a general way, and the hygiene of the organs carefully taught. The effect of stimulants and narcotics should be emphasized with care, to avoid extravagant statements which the observation and experience of the children would contradict.

V. How to use a text-book:

1. Introduce each main topic, and as far as possible, each subdivision by the exhibition and examination of a real thing — bone, muscle, nerve, brain, skin, heart, artery, lung, stomach, liver, kidney, etc.
2. Recitation should be both topical and by question and answer; one method for advance, another for review.

3. Make much use of the pictures and diagrams. Have them recited by blackboard memory sketches.
4. Illustrate such terms as oxygen, hydrogen, carbon, nitrogen, pressure of the air, carbonic acid, osmose, etc., by simple chemical and physical experiments before these terms occur in the book.

VI. How to use specimens:

When fresh joints, etc., are used for illustration, take the utmost pains to secure neatness. Use dinner plates, plenty of tissue paper or white cloth, pins and needles. Cover every part except what is to be shown. Keep all covered till the proper time comes. Have water and clean towels handy. The exhibition of the muscles and nerves, and even of the organs of respiration, circulation and digestion of a small, cleanly animal (*e. g.*, a red squirrel), if well managed, arouses intense interest, and is very instructive.

VII. How to make models and illustrative apparatus.

VIII. Reference books:

Colton's Practical Zoölogy (gives very full directions for the study of organs of animals); Blaisdell's Our Bodies and How We Live (contains numerous simple and practical experiments); Martin's Human Body — briefer course (makes prominent the doctrine of energy, and gives good directions for demonstrations); Buckalew and Lewis' Practical Work in the School-room (primary lessons); Woodhull's Manual of Homemade Apparatus; Woodhull's Simple Experiments for the School-room; Lind's Easy Experiments in Chemistry and Natural Philosophy.

SCHOOL MANAGEMENT.

I. Organization of school:

1. Temporary.

- (a.) Necessity of knowing what to do the first day.
- (b.) Order of the work.
- (c.) How to keep all busy.
- (d.) Manner of forming classes.
- (e.) How to change from temporary to a permanent organization.

2. Permanent.

- (a.) Suggestions about forming program.
- (b.) Number of classes.
- (c.) Order of classes.
- (d.) Time given for study — for recitation.
- (e.) Model program for the work of an ungraded school, made out by members of the class.

II. Sessions:

1. Length.
2. How divided.
3. Recess.
4. How long to keep young pupils in school.

III. Study:

1. Objects of study.
2. Conditions requisite.
 - (a.) In pupils themselves.
 - (b.) In their surroundings.
3. Power of concentration.
4. Incentives.
 - (a.) Proper.
 - (b.) Doubtful.

IV. Recitations:

1. Objects.
2. Methods of conducting.
 - (a.) Advantages of each.
 - (b.) Kind of work for which each is adapted.
 - (c.) Use a variety of methods.
3. Teachers' preparation.
 - (a.) What it should include.
 - (b.) Need of preparation.
 - (c.) When teacher should use a book in the class.

V. Questioning:

1. Character of questions.
 - (a.) Capacity of pupil.
 - (b.) A mental force.
 - (c.) Logical order.
 - (d.) The first question most important.
 - (e.) Teacher should study the answer before asking.
2. Object of questions: To direct, to incite, to lead, to arouse, to test.
3. Principles of questioning.
4. Manner of giving out questions.
5. Order of questions.
6. Position of pupil in answering.
7. Questions to be avoided.
8. Answers to questions: To the point, clear, direct, concise, definite, complete.

VI. Examinations:

1. Object.
2. Frequency.
3. Methods.

VII. School Ethics:

1. Duties of teacher.
2. Duties of pupils.
3. Duties of school officers.
4. Duties of superintendent.

VIII. School Government:

1. Object.
2. School control.
3. Elements of governing power.

4. Cause of disorder.
5. Means of avoiding disorder.
6. Rules and regulations.
7. School punishment.
8. How to detect offenders.
9. Self-reporting system.

SPELLING.

I. Combining spelling with reading.

II. Oral.

1. Definition.
2. Advantages.
3. Disadvantages.
4. Method of presentation.

III. Written:

1. Definition.
2. Advantages.
3. Disadvantages.
4. Method of presentation.

IV. Syllabication.

V. Word analysis:

1. Classes of letters.
 - (a.) Vowels.
 - (b.) Consonants.
2. Classes of words.
 - (a.) Primitive.
 - (b.) Derivative.
 - (c.) Simple.
 - (d.) Compound.

VI. Practice phonic analysis and sounds of the letters for clearness of articulation.

VII. Use of diacritical marks.

SCHOOL LAW.

I. Kinds of license:

1. Normal school diploma.
2. State certificate.
3. College graduate's certificate.
4. Limited license.
5. Certificate of board of education.
6. Certificate of school commissioner issued under the uniform examination system.

II. License annulled:

1. Evidence against moral character.
2. Control of the child's studies.
3. Appeals to State Superintendent.

III. The teacher's contract:

1. Prerequisites.
2. Relation to trustees.
3. With whom made.
4. The duration.
5. The duties.
 - (a.) To keep a successful school.
 - (b.) To keep school open every school day.
 - (c.) To instruct all pupils.
 - (d.) To keep the school register.
6. Breaking of contract.

IV. The teacher's authority:

1. Absence and tardiness.
2. Control of the child's studies.
3. The Bible and religious studies.
4. Suspension and expulsion.
5. The parent.
6. Corporal punishment.

V. School officers:

1. Duties.
2. Term of office.
3. Salary.
4. How elected.
5. How removed.

VI. School meetings:

1. When held.
2. How called.
3. Qualification of voters.

READING.

I. Thought:

1. Definition.
2. Ways of getting it.
3. Ways of expressing it.

II. 1. Definition of reading.

2. Preparation made for reading before school life begins.
3. Use of the principle of association in teaching reading.
4. Comparison of methods.

III. The alphabet method:

Objections.

1. Term is given before idea.
2. Works from the unknown to the known.
3. Does not begin objectively.
4. Makes slow, stumbling readers.
5. Does not secure good expression.
6. Very slow method.

IV. The phonic method:

Can not have a perfect phonic method.

1. The same letters represent different sounds.
2. Different letters the same sound.
3. Some letters have no sound.

V. The word methods:

1. Advantages.

- (a.) Teaches ideas before terms.
- (b.) Commences objectively.
- (c.) Begins at the child's standpoint.
- (d.) Makes sight readers.
- (e.) Children read with intelligence and expression.

VI. The sentence methods:

1. Advantages.

- (a.) Does not violate any principle of teaching.
- (b.) Begins at the child's standpoint.
- (c.) Can be made interesting.

2. Objections:

- (a.) Cannot be followed strictly.
- (b.) Gives no key by which pupils can help themselves.

VII. Suggestions in the different methods:

1. In the alphabet method, perception and memory are chiefly cultivated in detecting resemblance and difference.
2. In the phonic method, care should be taken in producing the exact sound.
3. In the word method the order of development is:
 - (a.) The idea suggested by the object.
 - (b.) The spoken word expressing that idea.
 - (c.) The written word expressing the idea.
 - (d.) The thought expressed by a collection of words.

VIII. Steps in the work of each lesson:

1. A conversational lesson about some familiar object.
2. Show the object or a picture of it, or make a drawing of the object.
3. Have the pupils give the name of the object. The spoken name.
4. Write the name on the board.
5. Drill on the word, having pupils pronounce it.
6. Require pupils to write the words on their slates.
7. Combine words into sentences.

IX. How to conduct first work:

1. Vocabulary to be used.
2. Practices to be observed.
3. Practices to be avoided.
4. How combine spelling and reading.
5. When use books.
6. How use them.

X. Means of maintaining interest:

1. Sight reading.
2. Supplementary reading.

XI. Errors to be avoided:

1. Too great rapidity in advancing pupils.
2. Mispronunciation of words.
3. Mechanical reading.
4. Too much criticism.
5. Too much drill on non-essentials.
6. Neglect to pursue the natural order of mental growth.
7. Attempts at elocutionary effect.

XII. Points that may need special attention:

1. Attend to pupils' positions.
2. Attend to pupils' breathing.
3. Attend to the thought.
4. Attend to the expression of the thought.

METHODS IN LANGUAGE.

I. Suggestions to teachers:

1. Strive to make the child do. He learns to use by using.
2. Be careful about the use of language before children.
3. Make every lesson a language lesson.
4. Train the faculties in the natural order.
5. Aim to awaken thought, to cultivate the use of correct language, to arouse criticism.
6. Study the art of questioning. It is the teacher's passport to success.
7. Use the following methods: Objective, inductive, analytic, synthetic, oral and written.
8. Have every thought expressed in a correct sentence.

II. Oral lessons:

1. Objects:—Quality, parts, material, use.
2. Conversations and descriptions of actions of animals; of plants.
3. Complete sentences in answer to all questions.
4. Supplying omitted words in elliptical sentences.
5. Formation of new sentences from known words.
6. Describing what is seen in pictures.
7. Reproductions of facts from reading and object lessons, of short stories.
8. Memory of lessons, short quotations.

III. Written exercises:

1. Copying sentences from reading lessons; supplying omitted words in elliptical sentences; construction of new sentences from known words; short sentences reviewing facts learned in language and object lessons.
2. Dictation: sentences from reading lessons.

3. Results to be reached: spelling, penmanship, capitalizing, punctuation.
4. Original work: short sentences descriptive of pictures, objects, animals, plants, etc.
5. Reproduction from facts in lessons in reading and geography.

IV. Different kinds of sentences:

1. Development of idea.
2. Construction.
3. Definition.
4. Drill.

V. Development of parts of speech:

1. Name words (or nouns).
2. Action words (verbs).
3. Quality words (adjectives).
4. How, when, where words (adverbs).
5. Pronouns, prepositions, conjunctions, interjections.

The committee appointed by the conference of secondary principals recommend as especially adapted for the use of instructors and pupils the following books:

On Psychology, *Sully and Hill*; on Pedagogy, *White and Johnson*; on History of Education, *Painter and Hailman*; on School Management, *Wickersham and Baldwin*; on Memory, *Kay*.

VALUABLE BOOKS FOR INSTRUCTORS AND MEMBERS OF TRAINING CLASSES.

ON METHOD WORK.

TITLE.	Author.	Price.
Normal Drawing Class.....	Prang.....	.....
The Prang Course of Instruction in Drawing.....	Prang.....	.....
New Course in Art Instruction.....	White.....	.....
Methods of Teaching.....	Swett.....	\$1 25
School-room Guide.....	De Graff.....	1 50
Talks on Teaching.....	Parker.....	1 00
Methods of Teaching.....	Raub.....	1 50
Normal Methods of Teaching.....	Brooks.....	1 50
Object Lessons in Teaching.....	Calkins.....	1 50
Methods and Principles of Teaching.....	Winship.....	1 25
Principles and Practice of Teaching.....	Johonnot.....	1 25
Manual of Elementary Instruction.....	Sheldon.....	1 50
How to Teach.....	Kiddle.....	1 00
Development Lessons.....	De Graff.....	1 00
Methods of Instruction.....	Wickersham.....	1 50
Object Teaching and Methods.....	Barnard.....	1 25
Quincy Methods.....	Partridge.....	1 50
Mind Studies for Young Teachers.....	Jerome Allen.....	25
Art of Teaching.....	Ogden.....	1 00
The Sentence Method.....	Farnham.....	50
Word Method in Number.....	Sanford.....	50
Primary Reading — How to Teach It.....	Boston Method.....	20
Additional Manual.....	Ginn.....	15
Topical Study of Geography.....	Miss Ida L. Griffin.....	50
Graded Exercise in English.....	Eaton.....	15
Outline Work in Language.....	Potsdam Normal School.....	20
Geography Outlines.....	Potsdam Normal School.....	20
Reading — Suggestions to Teachers.....	H. R. Sanford.....	.....
Methods in Teaching Geography.....	Crocker.....	50
Grube Method.....	Soldan.....	20
Lessons on Color.....	Crocker.....	10
Outlines of Map Drawing.....	Bangs.....	30
Topical Analysis.....	Wedgwood.....	50
A Practical Analysis of Words.....	Kennedy.....	35
Graded Language Lessons.....	Richardson.....	25
How to Teach Penmanship.....	Burritt.....	25
Outline Studies in Physiology.....	Hayward.....	.....

ON SCHOOL ECONOMY.

General School Laws.....	Department Public Instruction...	.....
Theory and Practice of Teaching.....	Page.....	1 25
The Art of School Management.....	Baldwin.....	1 50
School Management.....	Raub.....	1 25
School Management.....	Holbrook.....	1 25
School Economy.....	Wickersham.....	1 50
School Management.....	Landon.....	85
Common School Law.....	Bardeen.....	50
Hand Book for Young Teachers.....	Bardeen.....	75
Art of Securing Attention.....	Hughes.....	50
School Discipline.....	Kennedy.....	15
School Management.....	Jewell.....	1 00
What Every Teacher Ought to Know.....	Chapin.....	15
Theory and Practice of Teaching.....	Doty.....	25

GENERAL EDUCATIONAL WORKS—FOR THE SCHOOL LIBRARIES WHERE TRAINING CLASSES ARE ORGANIZED.

Philosophy of Education.....	Tate.....	1 25
Lectures on the Science and Art of Education.....	Payne.....	1 25
History of Education.....	Painter.....	1 50
History of Pedagogy.....	Compayre.....	1 75
Outlines of Psychology.....	Sully.....	1 00
Lectures on Teaching.....	Fitch.....	1 25
Habit in Education.....	Hall.....	1 25
Educational Reformers.....	Quick.....	1 00
The Education of Man.....	Froebel.....	1 00
Common School Education.....	Currie.....	1 10
Education — Intellectual, Moral and Physical.....	Spencer.....	1 50
The Science of Education.....	Ogden.....	1 25
Life and Works of Pestalozzi.....	Krüsi.....	1 00
Outlines of Psychology.....	Chautauqua Assembly.....	1 00
Elements of Mental Science.....	Porter.....	1 50
Kindergarten Culture.....	Hailman.....	1 25
Education as a Science.....	Bain.....	1 75
The Senses and the Intellect.....	Bain.....	1 50
Outline Study of Man.....	Hopkins.....	1 25

3. STATISTICAL TABLES.

(A.) LIST OF INSTITUTIONS WHICH ORGANIZED TEACHERS' TRAINING CLASSES FOR FIRST AND SECOND TERMS, 1892-93, WITH AMOUNT OF MONEY APPORTIONED TO EACH INSTITUTION EACH TERM, SHOWING TOTAL FOR EACH COUNTY.

County.	NAME OF INSTITUTION.	First term.	Second term.	Total.	Total by counties.
Albany.....	Albany High School	\$119	\$299	\$418	\$418
Allegany	Alfred University (academic department)	180	191	371	371
	Genesee Valley Seminary and Union School	180		180	180
	Belmont Union School.....	96	158	254	254
	Wellsville Union School.....	170	169	339	339
	Wilson Academy.....	335	350	685	685
Broome	Deposit Union School.....	266	171	437	437
	Windsor Union School.....	212	208	420	420
Cattaraugus.....	Chamberlain Institute	96	136	232	232
	Portville Union School.....		228	228	228
	Salamanca Union School				
	Ten Broeck Free academy		112	112	112
Cayuga.....	Auburn Academy and High School.....	160	231	391	391
	Fair Haven Union School.....	216	312	528	528
	Moravia Union School	178	161	339	339
	Port Byron.....				
Chautauqua.....	Ellington Union School and Academy.....	160	184	344	344
	Forestville Union School.....	180	216	396	396
	Jamestown High School	196		196	196
	Sherman Union School and Academy				
	Sinclairville Union School and Academy				
	Westfield Union School and Academy				
Chemung.....	Horseheads Union School.....	188		188	188
Chenango	Bainbridge Union School	270	218	488	488
	New Berlin Union School	225	162	387	387
	Norwich High School	221	199	420	420
	Oxford Academy.....	350	350	700	700
Cortland	Cincinnati Academy		88	88	88
Delaware.....	Delaware Academy.....	252		252	252
	Delaware Literary Institute	176	406	582	582
	Stamford Union School and Seminary.....		174	174	174
	Hancock Union School and Academy		106	106	106
Erie	Akron Union School.....				
	Angola Union School		176	176	176
	Griffith Institute and Union School.....		126	126	126
	Hamburg Union School and Academy.....	158	208	366	366
	Parker Union School.....	96	143	239	239

(A.) LIST OF INSTITUTIONS WHICH ORGANIZED TEACHERS' TRAINING CLASSES, ETC. — (Continued).

County.	NAME OF INSTITUTION.	First term.	Second term.	Total.	Total by counties.
Essex.....	Crown Point Union School.....	\$144	\$152	\$296	\$1,339
	Elizabethtown Union School.....	167	176	343	
	Schroon Lake Union School.....	338	362	700	
	Westport Union School.....	194	180	374	
Franklin.....	Chateaugay Union School.....				493
	Fort Covington Free Academy.....				
	Franklin Academy.....		119	119	548
Fulton.....	Northville Union School.....				
Genesee.....	Batavia Union School.....	336	212	548	
Greene.....	Catskill Free Academy.....	169	231	400	
Herkiner.....	Greenville Academy.....				1,295
	Dolgeville Academy.....				
	Fairfield Seminary.....	350	350	700	
	Ilion Union School and Academy.....		224	224	
Jefferson.....	Little Falls Union School.....				1,052
	West Winfield Union School and Academy.....		371	371	
	Adams Collegiate Institute.....	350	350	700	
	Clayton Union School.....				
	Ives Seminary.....		176	176	1,320
	Union Academy.....				
	Watertown High School.....	176		176	
	Carthage Union School.....	221	248	469	
Lewis.....	Copenhagen Union School.....		203	203	795
	Lowville Academy.....		328	328	
Livingston.....	Port Leyden Union School.....	320			
	Dansville Union School.....	169	162	331	
	Genesee Wesleyan Seminary.....	277			1,272
	Nunda Union School.....	187		187	
Madison.....	Canastota Union School.....	144	138	282	
	Cazenovia Seminary.....	266	222	488	
	Oneida Union School.....	216	286	502	1,320
Monroe.....	Yates Union School.....				
	Rochester Free Academy.....	350	350	700	
	Webster Union School.....	270	351	620	
Montgomery.....	Amsterdam Academy.....				240
Niagara.....	North Tonawanda Union School.....		96	96	
	Niagara Falls Union School.....		144	144	
	Bridgewater Union School.....				
Oneida.....	Camden Union School.....				1,370
	Clayville Union School.....				
	Utica Free Academy.....	270	348	618	
	Whitesboro Union School.....	248	206	454	
		170	128	298	

TEACHERS' TRAINING CLASSES.

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Onondaga	East Syracuse Union School.....	214	195	409	2,178
	Jordan Academy	186	251	437	
	Manlius Union School.....	144	100	244	
	Onondaga Academy	178	210	388	
Ontario	Syracuse High School	350	350	700	
	Canandaigua Union School.....	158	196	354	795
	Gen-va Classical and Union School.....	151	194	345	
	Naples Union School and Academy.....	96		96	
Orange	Port Jervis Union School	216	212	428	
	Walden Union School.....		170	170	
	Walkill Free Academy.....	128		128	726
Orleans.....	Albion Union School.....	251	144	395	395
Oswego	Fulton Union School.....	143	244	387	
	Mexico Academy.....		231	231	
	Phoenix Union School and Academy				1,509
	Pulaski Academy	180	314	494	
	Sandy Creek Union School	108	289	397	
Otsego	Cooperstown Union School				
	East Springfield Academy.....	239	242	471	
	Morris Union School.....	272	282	554	1,900
	Richfield Springs Union School.....	152	288	440	
Queens.....	Schenevus Union School.....	225	210	435	
	Flushing Public School.....	176	204	380	615
	Rockville Center Union School		235	235	
Rensselaer	Lansingburgh Academy.....	286	294	580	580
St. Lawrence	Brasher and Stockholm Union School.....	233	287	520	
	Canton Union School	138	122	260	
	Gouverneur Union School				1,681
	Massena Union School.....	96	111	207	
	Norwood Union School	160	218	378	
	Ogdensburg Free Academy	177	139	316	
Schoharie	Schoharie Union School				176
	Cobleskill High School.....	176		176	
Schuyler	Cook Academy.....	196	122	318	318
Seneca	Watertown Academy and Union School				
Steuben.....	Canisteo Academy.....	301	350	651	
	Hornell Free Academy	179		179	
	North Cohocton and Bloods Union School.....	186	177	363	1,899
	Franklin Academy.....	152	221	373	
	Woodhull Union School	170	163	333	
Suffolk	Babylon Union School.....	120		120	120
Sullivan	Liberty Union School.....				
Tioga	Owego Free Academy	318	284	602	
	Waverly High School.....	194	163	357	959
Tompkins	Ithaca High School	318		318	318
Ulster	Ellenville Union School.....	198	239	437	865
	Kingston Free Academy.....	214	214	428	
Warren.....	Glens Falls Academy	221	180	404	634
	Warrensburg Union School.....		230	230	
Washington	Sandy Hill Union School.....	294	278	562	562

(A.) LIST OF INSTITUTIONS WHICH ORGANIZED TEACHERS' TRAINING CLASSES, ETC. — (Continued).

County.	NAME OF INSTITUTION.	First term.	Second term.	Total.	Total by counties.
Wayne	Clyde High School.....	\$178	\$140	\$318	\$1,711
	Marion Collegiate Institute.....	.....	301	301
	Sodus Academy.....	350	350	700	
	Walworth Academy.....	198	194	392	
Wyoming	Academy Union School.....	153	153	649
	Attica Union School	196	.....	196
	Pike Seminary	192	108	300	
	Dundee Preparatory School	198	350	548	
Yates.....	Keuka Institute.....	112	112	1,074
	Starkey Seminary	176	238	414	
Total	\$19,530	\$21,740	\$41,270	\$41,270

STATISTICAL TABLES — (Continued).
 (B.) Statistics showing condition of Teachers' Training Classes for the first term of school year 1892-93.

County.	NAME OF INSTITUTION.	NUMBER OF SCHOLARS REPORTED.			Classes visited by school commissioner.	Number who had already taught.	Number completing examination for second-grade certificate.	Number of scholars allowed.	Number of weeks allowed.	Apportionment to each institution.
		Males.	Females.	Total.						
Albany	Albany High School.....	.....	12	12	1	.....	4	7	119	\$119 00
Allegany	Alfred University, Academic Department.....	3	7	10	.....	4	.....	10	180	180 00
	Genesee Valley Seminary and Union School (Belfast).....	1	9	10	1	2	6	10	180	180 00
	Belmont Union School.....	1	5	6	1	1	1	6	96	96 00
	Wellsville Union School.....	.....	10	10	1	5	3	10	170	170 00
Broome	Wilson Academy (Angelica).....	5	16	21	1	10	2	19	335	335 00
	Deposit Union School.....	8	7	15	1	2	3	15	266	266 00
	Windsor Union School.....	1	12	13	1	6	2	13	212	212 00
Cattaraugus	Chamberlain Institute (Randolph).....	11	3	14	.....	6	.....	6	96	96 00
Cayuga	Auburn Academic High School.....	.....	12	12	1	2	1	10	160	160 00
	Fair Haven Union School.....	4	8	12	1	9	.....	12	216	216 00
	Moravia Union School.....	8	17	25	1	13	2	10	178	178 00
Chautauqua	Ellington Union School and Academy.....	5	4	9	1	3	.....	9	160	160 00
	Forestville Free Academy.....	3	7	10	.....	3	.....	10	180	180 00
	Sherman Union School and Academy.....	3	8	11	1	3	4	11	196	196 00
Chemung	Horseheads Union School.....	4	8	12	1	6	.....	11	188	188 00
Chenango	Bainbridge Union School.....	4	11	15	1	3	3	15	270	270 00
	New Berlin Union School.....	3	12	15	.....	11	3	13	225	225 00
	Norwich High School.....	2	15	17	.....	11	4	20	221	221 00
	Oxford Academy.....	7	13	20	.....	4	4	350	350	350 00
Delaware	Delaware Academy (Delhi).....	2	12	14	1	12	6	14	252	252 00
	Delaware Literary Institute (Franklin).....	4	16	20	.....	7	.....	10	176	176 00
Erie	Hamburg Union School and Academy.....	8	8	16	1	7	3	9	158	158 00
	Parker Union School (Clarence).....	8	3	11	.....	.....	5	6	96	96 00
Essex	Crown Point Union School.....	5	5	10	1	.....	.....	8	144	144 00
	Schroon Lake Union School.....	1	11	12	1	10	1	10	167	167 00
	Westport Union School.....	7	12	19	1	6	2	19	338	338 00
Franklin	Chateaugay Union School.....	2	9	11	1	5	.....	11	194	194 00
Genesee	Batavia Union School.....	5	16	21	1	4	5	21	336	336 00
Greene	Greenville Academy.....	2	11	13	.....	4	.....	11	169	169 00
Herkimer	Fairfield Seminary.....	12	13	25	1	17	6	25	350	350 00
	West Winfield Union School and Academy.....	5	12	17	1	.....	.....	.....	.....	.....

STATISTICAL TABLES — (Continued).
(B.) Statistics showing condition of Teachers' Training Classes for the first term of school year 1892-93.

County.	NAME OF INSTITUTION.	NUMBER OF SCHOLARS REPORTED.			Classes visited by school commissioner.	Number who had already taught.	Number completing examination for second-grade certificate.	Number of scholars allowed.	Number of weeks allowed.	Apportionment to each institution.
		Males.	Females.	Total.						
Jefferson	Adams Collegiate Institute	8	15	23	1	11	9	23	350	\$350 00
Lewis	Watertown High School	1	9	10	1	.....	.....	10	176	176 00
	Copenhagen Union School	3	17	20	1	8	7	13	221	221 00
Livingston	Port Leyden Union School	2	16	18	1	3	17	18	320	320 00
	Dansville Union School	.....	10	10	1	4	.....	10	169	169 00
Madison	Genesee Wesleyan Seminary (Lima)	4	6	10	1	6	.....	10	277	277 00
	Nunda Union School	.....	13	13	1	9	1	11	187	187 00
Monroe	Canastota Union School	1	14	15	1	1	.....	9	144	144 00
	Cazenovia Seminary	9	10	19	1	5	.....	15	266	266 00
Oneida	Oneida Union School	.....	17	17	1	2	2	12	216	216 00
	Rochester Free Academy	.....	27	27	1	.....	.....	25	350	350 00
Onondaga	Webster Union School	7	10	17	1	1	1	17	270	270 00
	Clayville Union School	3	12	15	1	.....	.....	15	270	270 00
Ontario	Utica Free Academy	.....	14	14	1	.....	.....	14	248	248 00
	Whitesboro Union School	.....	10	10	1	5	2	10	170	170 00
Orange	East Syracuse Union School	2	10	12	1	3	3	12	214	214 00
	Jordan Academy	1	10	11	1	1	.....	11	186	186 00
Orleans	Manlius Union School	4	6	10	1	2	.....	8	144	144 00
	Onondaga Academy (Onondaga Valley)	5	5	10	1	1	1	10	178	178 00
Oswego	Syracuse High School	.....	39	39	1	3	32	25	350	350 00
	Canandaigua Union School	.....	10	10	1	.....	.....	9	158	158 00
Otsego	Geneva Classical and Union School	.....	11	11	1	.....	.....	9	151	151 00
	Naples Union School and Academy	2	10	12	1	5	4	6	96	96 00
Livingston	Port Jervis Union School	.....	12	12	.....	1	.....	12	216	216 00
	Wallkill Free Academy (Middletown)	.....	10	10	.....	2	.....	8	128	128 00
Livingston	Albion Union School	4	14	18	1	3	6	14	251	251 00
	Fulton Union School	5	10	15	1	8	.....	8	143	143 00
Livingston	Pulaski Academy	5	16	21	1	2	.....	10	180	180 00
	Sandy Creek Union School	3	3	6	1	.....	.....	6	108	108 00
Livingston	East Springfield Academy	5	8	13	1	2	.....	13	229	229 00
	Morris Union School	4	13	17	.....	2	.....	17	272	272 00
Livingston	Richfield Springs Union School	7	17	24	1	11	8	9	152	152 00
	Schenevus Union School	3	18	21	1	12	2	13	225	225 00

Queens	Flushing Public School	1	12	13	1	.....	.....	.....	11	176	00
Rensselaer	Lansingburgh Academy	3	17	20	1	5	1	.....	16	286	00
St. Lawrence	Brasher and Stockholm Union School, Brasher Falls..	5	13	18	1	16	3	.....	13	233	00
	Canton Union School.....	.....	13	13	1	11	4	.....	8	138	00
	Norwood Union School.....	.....	16	18	1	11	5	.....	9	160	00
	Massena Union School.....	6	9	15	1	.....	.....	.....	6	96	00
Schoharie	Ogdensburg Free Academy	1	12	13	1	4	2	.....	10	177	00
Schuylcr	Cobleskill High School	1	12	13	1	5	5	.....	11	176	00
Seneca	Cook Academy (Havana)	2	9	11	.....	6	.....	.....	11	196	00
Steuben	Canisteo Academy.....	1	24	25	1	12	.....	.....	17	301	00
	Hornell Free Academy (Hornellsville).....	2	16	18	1	8	.....	.....	10	179	00
	N. Cohocton and Bloods. Union School, N. Cohocton.	5	8	13	1	4	2	.....	11	186	00
	Franklin Academy (Prattsburgh).....	4	7	11	1	4	2	.....	9	152	00
	Woodhull Union School	.....	14	14	1	7	3	.....	10	170	00
Suffolk	Babylon Union School	1	9	10	1	.....	.....	.....	7	120	00
Tioga	Waverly High School.....	.....	12	12	1	2	2	.....	11	194	00
	Owego Free Academy.....	4	22	26	1	10	4	.....	23	318	00
Tompkins	Ithaca High School.....	1	18	19	1	7	2	.....	18	318	00
Ulster	Ellenville Union School	.....	13	13	1	2	.....	.....	11	198	00
	Kingston Free Academy	.....	11	12	1	3	.....	.....	12	214	00
Warren	Glens Falls Academy	4	10	14	.....	.....	.....	.....	14	224	00
Washington	Sandy Hill Union School	.....	17	17	.....	6	1	.....	16	284	00
Wayne	Clyde High School.....	6	11	17	.....	7	17	.....	17	178	00
	Sodus Academy	11	10	21	.....	4	.....	.....	21	350	00
	Walworth Academy	2	9	11	.....	2	.....	.....	11	198	00
Wyoming	Arcade Union School.....	4	6	10	.....	7	1	.....	9	153	00
	Attica Union School	1	10	11	1	4	1	.....	11	196	00
	Pike Seminary.....	2	10	12	1	6	1	.....	12	192	00
Yates	Dundee Preparatory School.....	8	14	22	1	8	3	.....	11	198	00
	Starkey Seminary (Eddytown).....	8	10	18	1	4	4	.....	11	176	00
Total		304	1,120	1,424	78	456	254	1,153	19,530	\$19,530	00

STATISTICAL TABLES — (Continued).

(C.) Statistics showing the condition of Teachers' Training Classes for the second term of school year, 1892-93.

County.	NAME OF INSTITUTION.	NUMBER OF SCHOLARS REPORTED.			Classes visited by school commissioner.	Number who had already taught.	Number completing examination for second-grade certificate.	Number of scholars allowed.	Number of weeks allowed.	Apportionment to each institution.
		Males.	Females.	Total.						
Albany	Albany High School .....	.....4	12	12	1	.....3	11	12	299	\$299 00
Allegany	Alfred Union Academic Department (Alfred Center) .....	.....3	3	7	.....1	.....3	8	13	191	191 00
	Belmont Union School .....	.....3	9	12	.....1	.....3	4	12	158	158 00
	Wellsville Union School .....	.....9	14	23	.....1	.....9	10	25	169	169 00
	Wilson Academy (Angelica) .....	.....7	8	15	.....1	.....4	4	15	350	350 00
Broome	Deposit Union School .....	.....4	12	16	.....1	.....8	4	14	171	171 00
	Windsor Union School .....	.....10	.....	10	.....1	.....4	.....	10	208	208 00
Cattaraugus	Chamberlain Institute (Randolph) .....	.....5	9	14	.....	.....1	.....	13	136	136 00
	Portville Union School .....	.....2	12	14	.....	.....7	2	7	228	228 00
	Ten Broeck Free Academy (Franklinville) .....	.....6	14	20	.....1	.....	11	14	112	112 00
Cayuga	Auburn High School .....	.....8	11	17	.....1	.....7	5	17	231	231 00
	Fair Haven Union School .....	.....8	9	17	.....1	.....5	6	10	312	312 00
	Moravia Union School .....	.....4	8	12	.....1	.....5	2	12	161	161 00
Chautauqua	Ellington Union School .....	.....4	11	15	.....1	.....8	1	13	184	184 00
	Forestville Union School .....	.....2	11	13	.....1	.....3	3	16	216	216 00
Chenango	Bainbridge Union School .....	.....4	13	17	.....	.....9	7	12	218	218 00
	New Berlin Union School .....	.....6	19	25	.....1	.....11	13	25	162	162 00
	Norwich High School .....	.....3	9	12	.....1	.....10	8	21	199	199 00
	Oxford Academy .....	.....3	16	19	.....1	.....10	8	21	350	350 00
Cortland	Cincinnati Academy .....	.....5	12	17	.....1	.....4	.....	6	88	88 00
Delaware	Delaware Literary Institute (Franklin) .....	.....1	12	13	.....	.....	.....	6	406	406 00
	Hancock Union School .....	.....6	5	11	.....1	.....	.....	11	106	106 00
	Stamford Union School .....	.....3	8	11	.....1	.....1	.....	11	174	174 00
Erie	Angola .....	.....4	8	12	.....1	.....6	6	14	176	176 00
	Griffith Institute (Springville) .....	.....7	10	17	.....1	.....3	6	9	126	126 00
	Hamburg Union School .....	.....5	5	10	.....1	.....16	2	13	208	208 00
	Parker Union School (Clarence) .....	.....4	6	10	.....1	.....7	6	23	143	143 00
Essex	Crown Point Union School .....	.....1	18	19	.....1	.....	.....	9	152	152 00
	Schroon Lake Union School .....	.....8	16	24	.....1	.....7	6	176	176	176 00
	Westport Union School .....	.....1	9	10	.....1	.....3	3	362	362	362 60
Franklin	Chateaugay Union School .....	.....3	4	7	.....1	.....	.....	10	180	180 00
Genesee	Franklin Academy (Malone) .....	.....3	4	7	.....1	.....	.....	7	119	119 00
	Batavia Union School .....	.....9	12	21	.....1	.....1	2	14	212	212 00

Greene	Greenville Academy	13	16	1	7	.....	14	231
Herkimer	Fairfield Seminary	19	25	1	17	.....	25	350
	Ilion Union School	14	14	1	.....	1	14	224
	West Winfield Union School	7	17	1	.....	3	17	371
Jefferson	Adams Collegiate Institute	16	22	1	.....	6	22	350
	Ives Seminary (Antwerp)	13	15	1	.....	1	10	176
	Copenhagen Union School	13	16	1	.....	4	15	248
Lewis	Lowville Academy	10	12	1	.....	5	12	203
	Port Leyden Union School	18	22	1	.....	12	22	328
	Genesee Wesleyan Seminary (Lima)	7	9	1	.....	7	9	162
Livingston	Canastota Union School	8	12	1	.....	3	10	138
Madison	Cazenovia Seminary	12	16	1	.....	1	15	222
	Oneida Union School	18	18	1	.....	8	16	286
	Rochester Free Academy	7	27	1	.....	4	25	350
Monroe	Webster Union School	12	21	1	.....	19	21	350
	Niagara Falls Union School	7	11	1	.....	7	9	144
Niagara	North Tonawanda Union School	9	10	1	.....	3	6	96
Oneida	Clayville Union School	17	21	1	.....	7	20	348
	Utica Free Academy	13	13	1	.....	3	13	206
Onondaga	Whitesboro Union School	11	11	1	.....	6	8	128
	East Syracuse Union School	9	14	1	.....	4	12	195
	Jordan Academy	11	13	1	.....	3	13	251
	Manlius Union School	8	11	1	.....	5	9	100
	Onondaga Academy (Onondaga Valley)	6	12	1	.....	4	12	210
	Syracuse High School	37	37	1	.....	32	25	350
Ontario	Canandaigua Union School	11	11	1	.....	5	11	196
	Classical and Union School (Geneva)	12	12	.....	.....	10	11	194
Orange	Port Jervis Union School	12	12	.....	.....	.....	12	212
	Walden Union School	4	10	.....	.....	.....	1	170
Orleans	Albion Union School	10	10	.....	.....	.....	1	144
Oswego	Fulton Union School	12	17	1	.....	1	9	144
	Mexico Academy	9	13	.....	.....	3	15	244
	Pulaski Union School	19	24	.....	.....	7	13	231
	Sandy Creek Union School	8	14	1	.....	5	19	314
	East Springfield Academy	5	15	1	.....	1	14	289
Otsego	Morris Union School	10	22	1	.....	8	15	242
	Richfield Springs Union School	20	27	1	.....	9	20	282
	Schenevus Union School	14	16	1	.....	16	27	288
	Flushing High School	11	12	1	.....	11	14	210
Queens	Rockville Centre Union School	13	14	.....	.....	3	12	204
	Lansingburgh Academy	18	19	.....	.....	4	14	235
Rensselaer	Brasher and Stockholm Union School (Winthrop)	14	19	1	.....	12	19	294
St. Lawrence	Canton Union School	7	9	1	.....	15	16	287
	Massena Union School	13	12	1	.....	2	7	122
	Norwood Union School	7	14	1	.....	1	9	111
	Ogdensburg Free Academy	3	10	1	.....	7	14	218
	Cook Academy (Havana)	8	10	1	.....	4	10	139
Schuyler	Canisteo Academy	20	22	.....	.....	2	9	122
Steuben	Franklin Academy (Prattsburgh)	11	14	.....	.....	8	22	350
	North Cohocton & Bloods Union School (No. Cohocton)	9	13	.....	.....	2	13	221
	Woodhull Union School	9	11	.....	.....	3	12	177
				.....	.....	3	10	163

STATISTICAL TABLES — (Continued).
(C.) Statistics showing condition of Teachers' Training Classes for the second term of school year 1892-93.

County.	NAME OF INSTITUTION.	NUMBER OF SCHOLARS REPORTED.			Classes visited by school commissioner.	Number who had already taught.	Number completing examination for second-grade certificate.	Number of scholars allowed.	Number of weeks allowed.	Apportionment to each institution.
		Males.	Females.	Total.						
Tioga	Owego Free Academy	4	22	26	1	8	.....	20	284	\$284 00
Ulster	Waverly High School	1	19	20	1	7	5	11	163	163 00
Warren	Ellenville Union School	1	14	15	1	3	10	14	239	239 00
Washington	Kingston Free Academy .....	.....	12	12	1	2	6	12	214	214 00
Wayne	Glens Falls Academy	3	7	10	.....	8	6	10	180	180 00
Wyoing	Warrensburgh Union School	2	11	13	1	10	.....	13	230	230 00
Yates	Sandy Hill Union School .....	.....	20	20	.....	10	13	19	278	278 00
	Clyde High School	4	8	12	1	6	.....	10	140	140 00
	Marion Collegiate Institute	7	10	17	1	3	.....	17	301	301 00
	Sodus Academy	7	15	22	.....	6	.....	22	350	350 00
	Walworth Academy	3	10	13	1	3	.....	13	194	194 00
	Pike Seminary	1	10	11	1	5	1	11	108	108 00
	Dundee Preparatory School	6	16	22	1	10	17	22	350	350 00
	Keuka Institute (Keuka College)	4	7	11	1	5	10	7	112	112 00
	Starkey Seminary (Eddytown)	6	11	17	.....	4	4	15	238	238 00
Total .....	.....	339	1,179	1,518	81	518	527	1,370	21,740	\$21,740

STATISTICAL TABLES — (Continued).
(D.) Teachers' Training Classes — General summary from 1889 to 1894.

TERM.	Number of classes appointed.	Number of classes organized.	NUMBER OF PUPILS REGISTERED.			Number of visits by school commissioners.	Number who had already taught.	Number completing examination for second grade.	Number of scholars allowed.	Amount paid.
			Males.	Females.	Total.					
1889-90, First term.....	61	49	162	596	758	34	256	208	680	\$7,932 00
1889-90, Second term.....	69	59	225	844	1,069	36	327	603	928	10,863 00
1890-91, First term.....	78	61	221	758	979	39	304	326	873	14,759 00
1890-91, Second term.....	82	56	236	726	962	26	291	462	808	13,037 00
1891-92, First term.....	87	82	262	1,012	1,274	52	464	206	1,053	17,612 00
1891-92, Second term.....	114	77	292	964	1,256	54	390	365	1,070	16,774 00
1892-93, First term.....	132	95	301	1,120	1,424	78	456	254	1,153	19,530 00
1892-93, Second term.....	139	100	339	1,179	1,518	81	518	527	1,370	21,740 00

EXHIBIT NO. 18.

ARBOR DAY.

1. SELECTIONS FROM BRYANT'S FOREST HYMN — ILLUSTRATED.
 2. LAW ESTABLISHING ARBOR DAY.
 3. LETTER TO SCHOOL OFFICERS AND TEACHERS.
 4. SUPERINTENDENT'S LETTER TO PUPILS.
 5. DIRECTIONS FOR PLANTING TREES.
 6. SELECTIONS FOR ARBOR DAY — ILLUSTRATED.
 7. "FORESTS AND FORESTRY," BY WILLIAM F. FOX, SUPERINTENDENT STATE FORESTS.
 8. DIRECTIONS FOR COLLECTING AND PRESERVING HERBARIUM SPECIMENS, BY CHARLES H. PECK, STATE BOTANIST.
 9. PRIZES OFFERED.
 10. THE MAPLES — ILLUSTRATED.
 11. LIST OF NATIVE STATE TREES.
 12. DISTRICTS OBSERVING, TREES PLANTED, ARBOR DAY, MAY 5, 1893.
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ARBOR DAY.

1. SELECTION FROM BRYANT'S FOREST HYMN.

The groves were God's first temples. Ere man learned
To hew the shaft and lay the architrave,
And spread the roof above them; ere he framed
The lofty vault, to gather and roll back
The sound of anthems; in the darkling wood,
Amid the cool and silence, he knelt down,
And offered to the Mightiest solemn thanks
And supplication.— *Bryant.*



2. LAW ESTABLISHING ARBOR DAY.

CHAPTER 196.

AN ACT to encourage arboriculture.

APPROVED April 30, 1888.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. The Friday following the first day of May in each year shall hereafter be known throughout this State as Arbor Day.

§ 2. It shall be the duty of the authorities of every public school in this State, to assemble the scholars in their charge on that day in the school building, or elsewhere, as they may deem proper, and to provide for and conduct, under the general supervision of the city superintendent or the school commissioner, or other chief officers having the general oversight of the public schools in each city or district, such exercises as shall tend to encourage the planting, protection and preservation of trees and shrubs, and an acquaintance with the best methods to be adopted to accomplish such results.

§ 3. The State Superintendent of Public Instruction shall have power to prescribe from time to time, in writing, a course of exercises and instruction in the subjects hereinbefore mentioned, which shall be adopted and observed by the public school authorities on Arbor Day, and upon receipt of copies of such course, sufficient in number to supply all the schools under their supervision, the school commissioner or city superintendent aforesaid, shall promptly provide each of the schools under his or their charge with a copy, and cause it to be adopted and observed.

§ 4. This act shall take effect immediately.

3. LETTER TO SCHOOL OFFICERS AND TEACHERS.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION,

SUPERINTENDENT'S OFFICE,

ALBANY. March 13, 1893.

To School Officers, Teachers and Friends of Education:

In Arbor Day we see an indication of a return to nature as a source of knowledge and happiness to the children of earth. Let us make as much as possible of the day. It is evident that appreciation of beauty in trees is, to a great extent, lacking; the taste is yet undeveloped.

The essential point is to encourage among school children a personal interest in trees, shrubs and flowers, not simply for their use in making the school grounds an attractive place, but for the development of habits of observation, which, acquired in youth, are a perpetual and ever-increasing pleasure. Habits of investigation in children are too often repressed when they should be encouraged. Can you conceive what genuine personal affection a child may acquire for a tree which he has watched from a sapling to its development into a fine specimen, even if he has not planted and watered it himself, or even if it grows in a neighboring forest instead of his own field? Children must be taught impressively from earliest youth the value of trees in the economy of nature, their influence upon agriculture and civilization, and this, augmented by a genuine affection for them, establishes a high appreciation of their beauty. Memorial trees foster an affection for all trees, and it is partly by this means that we would implant in the child's mind a constantly deepening affection for trees as if they were personal friends.

Let me recommend that greater effort be made this year to instruct the young people in some of the advantages and uses of trees, some of the fundamental facts relating to their growth and structure, and particularly some explicit directions regarding the planting and after care of them, and let the pupils take some part in this work.

Insist on attention to the trees themselves as the matter of paramount importance, while talking and singing of them are of secondary considerations. The highest use of Arbor Day is only reached when young and old alike are moved to plant the best trees in the best way, so that they shall attain the best development and live to a green old age.

Perhaps one of the most instructive exercises in every district where the day has been heretofore observed would be an examination of the trees which had been previously set out, to see what proportion of them are thrifty and have made as good a growth as could have been expected.

Let teachers speak of preparation for Arbor Day early enough this year, not later than the first of April, that children may have opportunity for studying the budding and blossoming of the trees and may thus prepare for reading, on Arbor Day, papers founded directly on their

personal observations and study. More will be learned in this manner than by reading many books on the subject. Test the truth of Agassiz's remark that "Children are born naturalists." Teach the learner to employ his own senses in the investigation of natural objects, to use his own powers of language in their description — working in the line of genuine scientific research. With us it is too often book-learning from beginning to end. We are far behind European countries in the important matter of horticultural education of children. In France there are over 26,000 primary and elementary schools where gardening is practically taught in gardens surrounding the schoolhouses. In Austria there are about 8,000 of these schools, with from one-half to two acres of cultivated land around them, where the grounds in the rear may be found planted with a large variety of trees, while at the sides and front are shrubs and flowers. See to it that our children have ample opportunity for enjoying a lesson from the book of nature.

Your attention is particularly directed to the prizes offered on another page of this circular, and your earnest endeavors are solicited to see that something is prepared that shall be worthy of the prizes offered.

I would also urge you to see that every pupil in our State learns to recognize and know the Maples, at least, this year, with their habits and peculiarities, and with this knowledge of our State tree we shall have a good foundation and beginning for a systematic study of the hundred or more trees which are natives of our State and of others which, though foreigners, are equally interesting. On another page is given a short account of the Maples, with cuts.

Why should not our school officers, teachers and friends, and all who are interested in nature and in this day which we give up to a study of nature's ways see what they can do to foster this growing love for trees and flowers? Please send to this Department, to be used in our next circular, any stories, poems, or observations which you may write or secure because they have interested you and so may interest some one else. We are in need of more good and new literature for Arbor Day — things practical as well as attractive and interesting.

Trusting that all may put forth their best efforts for the most effectual observance of Arbor Day, I am

Yours very truly,

J. F. CROOKER,

Superintendent.

4. SUPERINTENDENT'S LETTER TO THE PUPILS OF THE SCHOOLS OF NEW YORK.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE,
ALBANY, March 15, 1893.

Dear Boys and Girls of our Public Schools:

Another spring is almost upon us and we shall soon be called to celebrate the anniversary of that day which should bring to each one of us so much of happiness, for Nature will then be putting on her fresh green gown as though preparing for a holiday, and we can not help being glad and gay if we will but look for the joyousness and gayety that are on every side of us. How beautifully it has been said of Nature,

"Tis her privilege
Through all the years of this our life, to lead
From joy to joy."

Listen for it in the freshening breezes that whisper stories of a happier time to come and read it in the opening buds and blossoms that reveal a multitude of secrets.

I would urge you, my dear young friends, to keep your eyes open this year for all those wonders of nature which so many people pass by with careless eye, never dreaming of the beauties that might be disclosed if they would but attend. Very true are the words of Ruskin: "There is not a moment of any day of our lives, when nature is not producing scene after scene, picture after picture, glory after glory, and working still upon such exquisite and constant principles of the most perfect beauty, that it is quite certain it is all done for us and intended for our perpetual pleasure." How few persons recognize the charm of our woods in early spring, when the first flush of woodland beauty appears to greet the smiling sun, when our trees put on that variety and harmony of apparel to celebrate the return of the spring. Do you know what trees bud earliest, and did you ever see the tiny early flowers of the maples

and the elms? Observe this year the first tree to bud and blossom, and make a note of the tree and the date; then follow this up with others in their turn. It is surprising how little most persons really know about the trees among which they have lived from childhood. What in nature ought to demand more attention from us than trees, in being everywhere present, of large size, of picturesque appearance and of general usefulness?

If you can not all become accomplished scientists in this line, it is at least possible for everyone to become interested in and acquainted with the trees of his neighborhood.

I would recommend to your attention this year a thorough and careful study of our maples, an outline of which, with cuts of the leaves, will be found on another page of this circular. While not wishing to debar you from a wider study of our trees, still I desire to emphasize the request that no one, young or old, shall let this spring pass without having become acquainted with our maples, so that you will know them anywhere and can call them by name, both common and scientific, and I shall be pleased to hear from many of my young school friends concerning their progress in this respect, and to receive good reports from your teachers also. Collect specimens of the leaves and flowers, and of the wood and bark also, if possible, but never mutilate a tree for this latter purpose; procure such specimens when trees are being pruned. Be sure to begin your study early enough to see the flowers on the maples and elms, which are so small and appear so early that you are almost sure to overlook them if not very watchful. Study the uses of these trees; which make the best lumber, to what other uses wood is put, and so on; also concerning the manufacture of maple sugar, and everything pertaining to the maples especially.

For those who shall be able to pursue the study further than the maples, and who can spend much of their summer vacation in such pursuit, a list of all our native State trees and a few of the more common introduced ones is given on another page, and two prizes are offered for the best collections of the same, to be sent to this Department next fall, and to form the nucleus of a permanent Arbor Day exhibit.

Let me urge you to study up the question of forestry; be instrumental in helping along this great cause. Those who live on or near farms, in the vicinity of woods or forests, should have a watchful eye in regard to forest fires, which are most frequently started on farms and every year burn tens of thousands of acres of forest lands in the United States. Be practical in this work.

Our prosperity is dependent, in a large degree, upon the preservation of our forests. A good forest is only an aggregated mass of trees. When we, as a people, come to know and appreciate and love trees, we shall learn to love forests too; and once loving them, we shall appreciate their value, and efforts to preserve and maintain them and to make them useful and productive for all time will then be a comparatively easy task; but to do this you, my young friends, must grow up to love them and to appreciate their value.

Perhaps you do not realize how much foreign governments are doing to preserve their forests, and how largely forests affect the rainfall, the climate and the river courses of a country. Some of our western States have awakened to these facts and are putting forth great efforts in forest-tree planting. Nebraska particularly, so that she who was once "the treeless State" has become the pioneer State in this great work and is now thickly studded with young forests, the result of setting out from 18,600,000 to 20,000,000 forest trees a year.

It was a resident of Nebraska, Mr. J. Sterling Morton, now Secretary of Agriculture in Mr. Cleveland's cabinet, who invented "Arbor Day" and had it legalized as a holiday; and we, with many other States, have followed the example thus set us. This custom of tree-planting is not, however, new, for the Germans have a commendable habit, as one writer tells us, of each member of a family living in the rural districts planting a tree at *Wissuntide*, which comes forty days after Easter. The old Mexican Indians also plant trees on certain days of the year when the moon is full and name them after their children; and the Aztecs used to plant a tree every time a child was born and it bore the name of the child.

Let us then take renewed interest in this day and in the beautiful custom of planting memorial trees, remembering that at about the same time many, many others with us are endeavoring to repair the beauty of our land to atone for the ravages which civilization has made.

Wishing you a very happy springtime, and trusting that this year you may acquire a broader and deeper interest in trees and tree culture, I am

Yours very cordially,

J. F. CROOKER,

Superintendent.

5. PLANTING TREES.

"The landscape, forever consoling and kind,
Pours her wine and her oil on the smarts of the mind." — *Lowell*.

TIME TO TRANSPLANT.

The first week in May will probably be the proper time for transplanting trees, but this depends altogether upon the season. Trees should be transplanted before they have budded and blossomed, for the reason that if planted later the leaves which may have opened can not obtain sufficient nourishment from the newly planted roots, and after sapping the life from the tree wither and die. It is far better to plant before any vegetation has started.

The best method, surer of success, would be to do the planting at the best season and in suitable weather, and then to have the trees labeled with name and date and dedicated afterward on Arbor Day, for the observance of Arbor Day is primarily intended to promote an interest in tree-planting, to keep prominent the importance and usefulness of the practice, and is a day to celebrate tree-planting rather than actually to perform it.

PREPARATION OF THE SOIL.

As a rule trees must have good soil in which to grow. Certain varieties seem well adapted to grow in the poorest soil, but for success in ornamental tree-planting good soil is necessary, and it should never be less than a foot deep.

In planting street trees make sure of success by properly preparing the soil where they are to stand. In all gravelly and poor soil dig a hole six or ten feet across and two or three feet deep. It can not be too large. Remove the poor soil and replace with good, in which to plant the tree. In very poor soil this must be done to insure success.

SELECTION AND PREPARATION OF TREES.

The site for planting should be intelligently chosen; then the variety suited to the peculiar soil and situation and use for which it is intended should be considered.

In nature the roots of a tree push outwards in search of food and moisture and become very long and widely extended, with the young or feeding roots at the extremities so far away from the tree and so twisted among the stones in the soil and among the roots of other trees that it is not possible to get them, and when the tree is dug nothing but stiff stubs, bare of fibers, are preserved. A tree in this condition has little chance of living, for the fine fibrous or feeding roots are very necessary. They are obtained in the nursery by frequent removals or root prunings, by which the roots become compacted together and not long and widely extended as we find them in the forest. Hence it is preferable to plant nursery grown trees, which have already been once or twice transplanted, and have thus acquired a good root system, and then the fine fibrous roots will not have to be sacrificed in transplanting.

In receiving plants from nurseries notice particularly two points: First, that the plants have good roots that have not been unnecessarily shortened or reduced in removal; and secondly, that the roots have not been dried or injured by frost. This can be determined by cutting off some of the ends of the roots. If the bark on them when cut into appears white and fresh and separates easily from the wood, they are sound and can be trusted. Roots should not be exposed to the sun or drying winds while being transported, but should be kept moist with a covering of straw, moss or canvass. The feeding roots are easily destroyed by exposure, and their loss deprives the tree of much of its power to withstand removal successfully. This is especially true of evergreens, because of their being covered with foliage all the year.

Native trees growing near in similar soil can hardly fail to flourish if properly transplanted. Trees that have grown in open places are hardier and will bear transplanting better than those that have grown under the protection of the deeper woods. Such trees, moreover, like those from the nursery, have an abundance of fibrous roots, on which the tree must rely for support until its stronger roots have had time to lay hold of the moist subsoil beneath. Rapidly growing trees, although giving shade soonest, are mostly short lived, and become soonest unsightly.

For a lawn a tree is wanted with all its branches — a tree as it would develop naturally from a seed on the spot and unutilized by a pruning knife.

HOW TO PLANT.

If dug from a forest, the ragged ends of the roots should be cut off, making a smooth, clean cut, with a sharp knife. The bruised and broken bark of the roots would be apt to decay and thus hinder the formation of new roots. Cut from the under side of the root, not from the upper, and then the cut surface will rest against the soil and the water can not lodge on it, even if the soil should be saturated, and everything will be more favorable for the new, healthy roots to start out. Since the tree has been moved and a part of the roots has been cut away, the tree is not in a condition to support as much foliage as will naturally appear on it as soon as the buds burst and the leaves appear. If the weather should suddenly become very warm immediately after planting, and the soil be dry, the leaves might come out before any little rootlets had formed to take up the sap; and the leaves, which have "breathing pores" on their under surfaces, through which their moisture is taken up by the air, would thus quickly part with all the sap in the tree and it would wither and die. Water would be a remedy if sufficient water were given. Sometimes leaves come and remain on the tree in health, but little or no growth is made. The surest course to insure growth is to *cut back the limbs in about the same proportion that the tree has been bereft of its roots*. Then there will be fewer leaves for the sap to support, and what growth there is will be at the ends of the branches. Cut to an outside bud and then the head of the tree will grow more open; make the cut from the inside outward, just above a bud on the outside, and any crooked or misshapen branches might be cut out entirely. But do not cut off the head of the tree, if you have any sense of beauty or symmetry.

If the soil is good all that is necessary is to dig a hole a foot or more outside the longest roots. In planting the tree, place the roots naturally as deep, or a little deeper if in loose, poor soil, than when they were dug; but use judgment, for more trees are killed by too deep planting than the reverse. Force the soil among the roots firmly, working it carefully with the hand under the stem of the tree, and leaving no open spaces among the roots. The roots should not be permitted to come in contact with decaying matter or coarse, unfermented manure. Should the season be dry and warm, water may be poured in from time to time to settle the fine soil about them, but do not drench them. The practice of using water while planting can hardly be said to be a good one, and with a soil which has a tendency to clog, there is great danger of an uneven distribution and settling, with consequent empty spaces between the roots. More trees are probably killed by too much water in transplanting than by too little; but *never* wet the soil at or near the surface. The surface should be leveled, or, better, slightly rounded about the trunk of the tree. Then a mulch of coarse manure is helpful, for it keeps the surface moist, and its richness will reach the roots gradually in a diluted form. A mulch of straw, leaves, or coarse hay is better than none at all.

After the soil is properly firmed about its roots the tree should not be neglected and suffered to fall a prey to insects or fungus or allowed to starve for lack of food or water or to be loosened by the wind. Stake it carefully and firmly or insure it against accidents with a tree-box.

SUGGESTIONS.

Trees should not be planted so near buildings that the roots will interfere with the foundations or that their shade will make the house damp; nor so closely along roadways as to hinder the prompt drying of the road after a rain.

Do not overdo the matter of tree-planting, and do not let taste run altogether in the direction of one tree.

Do not neglect aftercare and culture. Keep the ground free from weeds and grass; prevent it from baking by a covering of mulch and by occasional hoeing and rasing.

Few people realize the importance of pruning. To keep a tree shapely and in proper balance by judicious pruning is one thing; to clip it into a form unlike what it assumes naturally is another. There must be pruning, and a good deal of it too, in all well-kept grounds.

6. SELECTIONS FOR ARBOR DAY.



A BOTANICAL BABY.

High up on the bough of a flower-budding tree,
 Where the red-breasts their matins were singing,
 I spied a wee cradle, a droll sight to see,
 A little brown rocker hung up in the tree,
 Which the wild winds kept swaying and swinging.

This rocker with scaly brown tiles was o'erwrought,
 And with resinous balsam cemented;
 And as it swayed backward and forward I caught
 The sweet breath of zephyrs deliciously fraught
 With the faintest of odors balm-scented.

I climbed to the bough where the cradle was hung,
 For within it I longed to be peeping;
 And there, where the birds a soft lullaby sung,
 And where the winds rudely their light burden swung,
 Lay a pink flower-baby — and sleeping!

Oh, soft was the blanket and spotless as snow,
 That was carefully folded around it!
 But now my heart smites me — yet how should I know
 That this infant was destined to flourish and grow
 On the bough of the tree where I found it?

DEPARTMENT OF PUBLIC INSTRUCTION.

It lies here beside me, a mute, lifeless thing,
 For the food that was fashioned to rear it
 Is hid in the boughs that now restlessly swing,
 And the birds all in vain their sweet lullabies sing,
 For the babe that is dead can not hear it!

Come with me, O ye who would study the ways
 Of the woods and the fields and the hedges,
 Come with me and see where the horse-chestnut sways
 Its flower-budding branches these soft April days,
 Weaving shadows with golden-flecked edges.

The leaf-buds that swell 'neath these fostering skies
 Now their seven-cleft palms are unfolding;
 But fairest of all is the baby that lies
 In its little brown rocker — an elf in disguise,
 That awaits our astonished beholding.

[Through the courtesy of the author and the Educational Publishing Company, both poem and cut were furnished from "Leaves from Nature's Story-Book," by Mrs. M. A. B. Kelly.]

BUTTERCUP.

Buttercup! Buttercup!
 Hold your shining clusters up!
 In each little house of gold,
 What is it that I behold?
 Many soldiers straight and slim,
 Golden-helmeted and prim;
 All day long so still they stand,
 Never turning head or hand.
 No one guesses where they stray
 In the moonlight nights of May.
 When the fairies are abroad
 These small men keep watch and ward.
 Round the fairy ring they pace
 All night long, to guard the place;
 But when morning comes again,
 Back are all the little men.

—*St. Nicholas.*

A LESSON.

A corn-stalk glanced down at some grasses,
 And said in an arrogant tone,
 "I wish that my fawning relations
 Would move off and leave me alone.

"Just see how they mix with the clovers,
 And nod at their red and white crests;
 And even the poor silly daisies
 They're ready to welcome as guests!

"No wonder each morn when they waken,
 Their eyelids are heavy with tears,
 Through envy of my rustling raiment,
 And the gold drops that shine in my ears.

"'Tis true, we've a common venation;
 But that need not addle their brains;
 They're born to a lowly position,
 There's no blood of mine in their veins."

With that she threw back her silk tassels,
 And left them to wave in the breeze,
 Nor took further note of the grasses
 That timidly crouched at her knees.

In autumn, a reaper discovered
 The corn-husk all withered and dried,
 So he stripped off her bright golden ear-drops,
 And ruthlessly cast her aside;

And when the next Spring's glowing sunshine
 Caused nature her white robe to doff,
 And the earth showed a few snowy patches,
 Like a cake with the frosting picked off;

I said of the pale, slender fingers
 That the roots of the grasses sent forth,
 "Ah, surely the proud are made stubble,
 And the meek shall inherit the earth!"

[By permission, from "Leaves from Nature's Story-Book," by Mrs. A. B. Kelly.]

THE VIOLET.

Dear little violet,
 Don't be afraid.
 Lift your blue eyes
 From the rock's mossy shade.
 All the birds call for you,
 Out of the sky;
 May is here waiting,
 And here, too, am I.

Why do you shiver so,
 Violet sweet?
 Soft is the meadow grass
 Under my feet.
 Wrapped in your hood of green,
 Violet, why
 Peep from your earth door
 So silent and shy?

—*Lucy Larcom.*

There is a pleasure in the pathless woods,
 There is a rapture on the lonely shore;
 There is society where none intrudes
 By the deep sea and music in its roar,
 I love not man the less but Nature more,
 From these our interviews, in which I steal
 From all I may be, or have been before,
 To mingle with the universe, and feel
 What I can ne'er express, yet can not all conceal.

—*Lord Byron.*

7. FORESTS AND FORESTRY.

The future condition of our forests depends largely upon our young people who are in our schools to-day. They are the class whose ideas, eventually, will influence the policy of our State government in this matter. And so, on an occasion like Arbor Day, some few words on forests and forestry may be timely and not amiss.

The forests of our State cover an area of over 8,000 square miles, and are situated principally in the Adirondack and Catskill regions. The Great Forest of Northern New York, or Adirondack Park, is larger than the State of Connecticut. Our State owns a large part of this

territory, and will ere long, it is hoped, acquire possession of it all. In the meantime these lands are under the care and control of a department styled the Forest Commission.

In our country the woods have been destroyed so rapidly that now the percentage of forest land in the United States is less than in Europe. New York has eighteen per cent of its area in forests, while Germany has twenty-six per cent.

The preservation of our forests is necessary for the water supply on which our rivers and canals depend; for the climatic conditions favorable to agriculture; for the sanitary benefits afforded to invalids; for the existence of fish and game; for the preservation of natural scenery for the delightful places to which our people resort for rest and recreation; and because the land now occupied by our great forests is unfit for agricultural use. But more important than any or all these reasons is that of our future timber supply. The others are incidental to this main one; in securing that important point the others will be secured also.

The forests which clothe the slopes and plateaus of our mountain ranges have important functions to perform. They are vast, natural reservoirs in which is stored the water that supplies our navigable rivers, the streams which turn our millwheels, and the canals which contribute so largely to the commercial supremacy of our State. This storage is effected in various ways. The leaves first break the force of showers, and then deliver the water slowly to the ground. The ground, or forest floor, or humus, as it is variously called, is a loose, cellular structure, composed mostly of fallen leaves, mosses and vegetable deposits held in place by the roots of trees, and capable of holding water like a sponge. This humus, protected by the trees, and covering in our State several thousand square miles of surface, holds the rains of each season and discharges their waters slowly through the countless springs and rivulets which run to the mountain brooks, and thence to the larger streams and rivers. In summer the foliage shades the swamps, and, by protecting them from the sun, prevents evaporation, thus allowing their contents to slowly percolate through the porous soil and find their way to the rivers. The shadows of the forest also protect the deep snows which otherwise would, in early spring, melt rapidly and be discharged faster than the needs of our waterways would require. But, if our forests should be destroyed, the sun's rays would soon dry up the swamps, the humus would be converted into a hard-baked soil, down whose impacted surface the rains would run unobstructed. The shallow layer of earth, no longer held in place by trees and roots, would slide from its place on the steep slopes, leaving the mountain sides gray and bare, down whose rocky declivities the rains would pour like water from the roof of a house. Our streams and rivers would no longer preserve their even flow, but there would be destructive floods, followed by disastrous drouths. This is no theory. It has happened elsewhere and may happen here. In other countries there are many instances where a once fertile, prosperous region has, through the removal of its forests, and the consequent loss of rainfall, been converted into a barren, uninhabited desert.

Another important function is the regulation of the climate. Forests modify the heat and cold of the seasons, temper or resist destructive winds, and influence rainfall. It has been demonstrated that farming districts are more productive where a fair proportion of forest growth is maintained than where the entire region, however rich the soil, is kept under cultivation. In some countries one-fourth of the territory is kept in woodlands. The rule of the Duke of Burgundy was, "One-third to the hunter, two-thirds to the husbandman." William Penn made a law that one-fifth of the land should be retained in forest growth; and this at a period when the forest was deemed the greatest obstacle to colonial prosperity.

The Adirondack forests of our State exercise well-known sanitary powers whose benefits can not be estimated in dollars and cents. Their abundant growth of balsams and other evergreens impregnate the air with the healing odors so effective in curing pulmonary diseases. Of the many consumptives who go there, over one-half are cured, or obtain permanent relief. Besides the sick, thousands find there a refuge from the summer heat of the cities, and thousands of tired and weary ones find in that retreat the quiet so necessary to their health and recuperation.

Forest destruction is due to various agencies besides the reckless use of the ax and indiscriminate timber cutting. The worst of these are the sweeping uncontrollable fires which, in years past, have completely destroyed large areas of timber lands, leaving in their places a dreary, desolate waste. These fires start in many ways; but principally from the work of farmers in clearing land, from railroad locomotives, and from the abandoned camp fires of hunters or travelers. The Forest Commission have taken effective measures to prevent this evil; and during the past year, while forest fires were frequent in bordering States, there were none in the Adirondack or Catskill region.

Another source of widespread damage are the dams which, when built upon or forest streams, cause an overflow of water that soon kills the timber and converts beautiful forests into vast pestilential swamps filled with decaying vegetation and the bare, unsightly trunks of dead trees. But the commission finds that it can not check this evil until there is some additional legislation of a stringent character.

The Adirondack forests have suffered severely, also, through a blight which in recent years has killed the spruce trees in immense numbers. This extensive decay of the spruce has been attributed to various causes, but Prof. Lintner, our State Entomologist, and Prof. Peck, our State Botanist, agree that it is due to the work of a certain insect.

Considerable damage also is inflicted on woodlands by cattle which are allowed to roam at large and eat the young seedlings upon which the future growth of the woods must depend.

Forestry is the science which treats of the care, maintenance and management of forests. It teaches that their permanence is of more importance than any immediate profit which they may yield, and recognizes only such methods as will insure a perpetual timber supply. Further, it demands such management as will insure on a given area the greatest crop of timber at the least expense. It involves the proper selection of trees for this purpose, and the best system of cutting and removing them; the planting of suitable species, in proper time and place, in order to preserve the areas of existing woodlands and replace the timber which may be removed; the judicious and skillful thinning of young trees in order to admit light and promote the growth of the better ones; and, also, the establishment of new forests in treeless countries. It does not forbid the cutting of trees; for the matured ones may be removed with beneficial results, and the timber harvested as well as other crops. But it holds that no trees shall be removed until proper measures have been taken for the growth of others to take their place, a fundamental principle being that, in an established forest, the rate of cutting shall not exceed the rate of growth.

Forestry means far more than the mere removal of ripe trees. For instance, it does not permit the cutting of timber on steep hillsides, where the removal of even a small part of the tree might result in a shifting of the soil; nor such cutting as might injure the remaining forest by too great an admission of wind or sunlight. It provides, through an intelligent selection, for the removal of undesirable species, and fosters the retention of profitable ones; and it determines the proper admixture of hard and soft woods, so necessary in obtaining the most productive growth from the conifers.

Nature will always reforest denuded tracts in time, if they are not too badly burned; but the trained forester can assist and guide the work of Nature the same as in other agricultural work. Through his botanical knowledge he selects for planting the species which will thrive best and yield the greatest profit under existing conditions, and attends to the many details upon which their successful propagation depends. These details, which are necessary to success, are termed by some the technical work.

Forestry has accomplished great and beneficial results. It has reforested desolate tracts where Nature, unaided, had failed to restore the tree-growth. It has converted large areas of waste land, unfit for agriculture, into timber-bearing tracts, which have added to the wealth of the community. It has increased the fertility of our treeless States by the establishment of woodland tracts and belts of sheltering trees. In maritime districts it has covered wide wastes of sands with productive woods, and, by tree-planting along the shifting sands of the coast, it has, in many places, saved the land from the encroachment of the sea.

In the old and well-established forestry bureaus of European governments the forests are so managed that they yield large revenues over and above the cost of maintenance, without any diminution of their area or density. In our country, owing to the lower markets and higher wages and the need of immediate profits, scientific methods of management are, as yet, but little practiced, however well they may be understood.

In some European countries there are forestry schools, in which a liberal education is supplemented by practical instruction in forestry and in the technicalities of forest management. There are colleges in our own country where this subject now receives special attention; and it has been suggested that ere long our State should establish a Forestry Academy in the Adirondacks, where there are so many favorable opportunities for carrying on the practical work necessary to a proper course of instruction.

WILLIAM F. FOX,
Superintendent State Forests.

8. DIRECTIONS FOR COLLECTING AND PRESERVING HERBARIUM SPECIMENS OF TREES.

An herbarium is a great aid in the study of plants. It consists of a collection of plant specimens properly dried, mounted, labeled and arranged. Probably no botanist ever attained much prominence as such, or ever became proficient in this science without making an herbarium.

It is evident that small plants only can be preserved entire in an herbarium. Trees are too large and must be represented by small parts of themselves. They are generally represented in herbaria by one or several of their small branches bearing the leaves and flowers, and when possible the fruit also. In some instances the fruit is so thick and hard that it must be preserved separately.

The directions for making a collection of specimens illustrative of our trees should treat of the apparatus and material needed, the character of the specimens to be collected, the time when they should be taken and the method of drying, mounting and arranging them.

MATERIALS NEEDED.

A knife will be needed with which to cut the desired branches from the tree; a receptacle also in which they may be placed and carried home. This may be an ordinary botanical collecting-box, a portable wire press or a portfolio. A suitable number of plant driers will be needed in which to dry and press the specimens. These are thick, felty sheets, twelve by eighteen inches in size, made expressly for this purpose. If these cannot be obtained conveniently, pieces of this size may be cut from carpet paper or from old newspapers. A considerable number of folios of manilla or other smooth, soft paper should be procured. These should be of the same size as the driers. The mounting paper should be firm, white and smooth, eleven and one-half by sixteen and one-half inches. A few white paper or paste-board boxes, one and one-half inches deep, four inches wide and six inches long, will be needed for the reception of such fruits as can not be mounted on the herbarium sheets. The labels should be one and three-quarters by three and three-quarters inches. Liquid glue or Mead's adhesive plaster will be needed in fastening the specimens to the herbarium sheets. The latter is more convenient and cleanly. Mucilage or gum tragacanth softened in water will be useful in attaching the labels. The plant press may consist simply of two pieces of well-seasoned planed boards, each eighteen inches long, twelve inches wide and one inch thick.

COLLECTING SPECIMENS.

In collecting specimens it is desirable that the part selected should show as many of the characters of the species as possible. If a branch bears, at the same time, leaves, flowers and fruit, it will be preferable to one that bears leaves only, and should be selected. A branch that is itself well formed and smooth and that has its leaves perfect is to be chosen rather than one that is crooked or knotty, or has its leaves eaten by insects or ragged or torn by the wind or discolored by injury or age. Such specimens should not be taken. It is well to take a branch that has branchlets, if not too large, as it may also show the mode of branching, but in all cases the size of the mounting paper must be kept in view, and no specimen should be taken that is more than sixteen inches long or more than eleven inches wide. Two small specimens will sometimes be better than one large one. Having made the selection, do not tear or break the branch from the tree, but cut it. Place it at once in the collecting box or between the leaves of a folio and then in the wire press or the portfolio. If exposed to the air and the sun until the leaves wither the specimen will be spoiled. If placed in the portfolio at the time of collecting care must be taken to arrange the leaves just as you wish them to appear in the dried specimen, for they should not be removed from the folio till completely dry. The same rule is applicable when the specimen is taken from the collecting box and placed in the folio preparatory to putting in press. Several leaves should not be allowed to overlap each other and form a thick mass. It is well to have one or more lie in such a position that when mounted the lower surface will be shown. Do not leave any in a folded or crumpled position, and put no specimen in the folio with water on its leaves or flowers.

A few trees, like the elms and some of the maples, put forth their blossoms early in the spring before the leaves have appeared. In such cases flower-bearing branches must be taken while the flowers are on them. Then the same tree must be visited again for a fruiting specimen, and

even a third time, if necessary, for a mature leaf-bearing specimen. Generally the leaves will be sufficiently mature when the fruit is; but in the case of some of the nut-bearing trees it will be better to get leaf-bearing branches before the fruit is mature, since this matures so late in the season that it is then difficult to find branches bearing perfect foliage. Some trees, like the basswood and the tulip tree, have the leaves and flowers developed at the same time, and branches having both may be taken at once. It may, however, be necessary to visit such trees a second time for a fruit-bearing specimen. The flowers of these trees are perfect; that is, in each flower the organs called stamens and pistils may be seen. Many trees have flowers of two kinds; that is, some of their flowers have stamens only and are called staminate flowers; others have pistils only and are called pistillate flowers. In many cases, as in the nut-bearing trees, the birches and cone-bearing trees, the two kinds of flowers occur on the same tree and often on the same branch. In other trees, like the poplars and willows, they occur on distinct trees of the same species. In such cases the individual flowers are often very small, and either or both kinds are developed in rather long, narrow clusters, called aments. In the nut-bearing trees the staminate flowers are generally in aments, but the pistillate flowers are not. In the maples the three kinds of flowers, perfect, pistillate and staminate are sometimes found on the same tree, often in clusters or racemes, but not in aments. In collecting specimens of these trees all kinds of flowers belonging to the species should be shown by the specimens. In the case of the maples and other trees bearing fruit in large clusters, it may be well to thin out the clusters somewhat before putting the specimen in the press.

DRYING SPECIMENS.

The object of drying specimens is to preserve them for future reference, examination or study. To have them in as good condition as possible for this purpose, they are dried under pressure, the moisture in them being absorbed by the driers in which they are placed. The quicker they are dried the better they retain the natural color of the foliage and flowers. This result is attained by using a liberal quantity of driers, by frequently changing the specimens from the dampened dryers to dry ones and by exposure to a dry atmosphere.

Having placed several thicknesses of driers on one of the boards of the press, place upon these a folio containing a specimen or specimens, placed in it according to the directions previously given. Place on this folio a strip of paper with one end projecting beyond the margin of the folio. The object of this is to facilitate the transfer of the specimen to fresh driers. Then place over the folio several thicknesses of driers, the more the better. Then another specimen-bearing folio, another strip of paper and another package of driers. Continue building the pile till all the specimens to be pressed are placed between the driers. Finally place the other piece of board on top of the pile and put upon it any heavy weight or weights. A hundred pounds will not be too much. More still will be better if the pile is large. If the press can lie in a warm room or a hot garret, or be exposed to a hot summer sun, all the better. A sufficient number of driers should be had in reserve so that the next morning the specimens may be transferred from the first lot to these fresh ones. In making the transfer, take the upper board of the press from the pile and now use it for the bottom. Put on it a suitable number of fresh driers. Remove the upper layer of driers of the old pile down to the uppermost folio. The projecting paper slip enables you to do this at once. Then transfer the folio and its contained specimen, also its paper slip, to the new pile of driers and place upon it more fresh driers. Repeat this operation till all the specimens have been transferred to the pile, on which place the remaining board and the weights again. Spread out the dampened driers to dry and the next day change the specimens again to these or to other fresh driers. This process should be repeated every day or two (or less often after two or three changes) till the specimens are dry.

MOUNTING SPECIMENS.

In mounting specimens with liquid glue a small brush with a handle of convenient length may be used in applying the glue. Even a small brush handle with one end flattened will answer very well. Dip it in the glue and apply to the side of the branch which is to lie in contact with the herbarium sheet. The glue should be applied in two or three places only and in small quantity. Do not apply it to the leaves. If the glue is too thick it may be reduced by the addition of a little vinegar or acetic acid. Specimens neatly mounted with glue appear better than those

attached by adhesive plaster. Still this has some advantages. It is more convenient to use and it holds very smooth-stemmed specimens better than glue does. It can also be removed if for any reason it is desirable to take the specimen from the herbarium sheet. The adhesive plaster should be cut in strips one-twelfth to one-eighth inch wide and of any convenient length. Generally one inch is long enough. In using the strips, having placed the specimen in its proper position on the sheet, place the middle of a strip on the branch near its base, so that the ends of the strip shall project at right angles to the branch. Then press down the ends firmly on the paper, to which they will adhere. In like manner put another strip across the branch near the other end, and also fasten the lateral branches to the paper in the same, if necessary. Two or more specimens of the same species may be mounted on the same sheet if there is sufficient room, but specimens of two species should never be placed on one herbarium sheet. In mounting the specimens always leave sufficient room for the label at the lower right-hand corner of the sheet.

Specimens of the hemlock and the black and white spruces do not retain their leaves well when dried in the usual way. To avoid this difficulty as much as possible, select for specimens the most slender branches without cones, and with a brush apply mucilage or very thin glue to the whole surface that is to lie on the paper, working it well in toward the base of the leaves. Then apply the specimen at once to the herbarium sheet or to a smaller piece of firm white paper that may be attached to the herbarium sheet. Place over it a piece of coarse cotton cloth and place it in the driers, putting on very heavy weights so that it may dry under great pressure. The leaves, when dry, will be held in place by the mucilage.

The label should contain: First, the botanical name; second, the common name; third, the name of the locality where the specimens on the sheet were collected and of the month or months in which they were collected; fourth, the name of the collector. These names should stand in the order in which they have been named, the first near the upper part of the label, the second under it, and so on. The place where and time when collected should be indicated on the same horizontal line. The names may be written or printed on the label, and should be placed upon it before it is fastened to the herbarium sheet. In attaching the label it will be sufficient to touch with a small brush previously dipped in mucilage or with a small, flat-pointed stick dipped in softened gum tragacanth, the four corners of the label and two or three intermediate points near the margin. This will be better than to cover the whole back of the label with the adhesive material.

After the specimens have been mounted they should be arranged according to their botanical relationship or classification. All the sheets holding specimens of maples should be placed together in a folio of firm manilla or other colored paper which, when folded, shall be seventeen inches long and twelve inches wide, and the name of the genus (*Acer* in this case) should be written or printed on the lower right-hand corner. In the same way all the sheets holding specimens of the pines should be placed together, and so for any other genus. Large cones, nuts or other fruits, too bulky to be placed on the herbarium sheet, should be put in the boxes provided for this purpose, the fruit of each species in a box by itself. The label of the species, properly filled out, should be attached to the cover of the box. These boxes, systematically arranged, may be kept in cabinet drawers.

CHARLES H. PECK,
State Botanist.

9. PRIZES OFFERED.

Two prizes of twenty-five dollars each are offered by the Department this year to insure a more careful examination and study of our trees, with their flowers, leaves and fruit, and to create a deeper interest in our Arbor Day work.

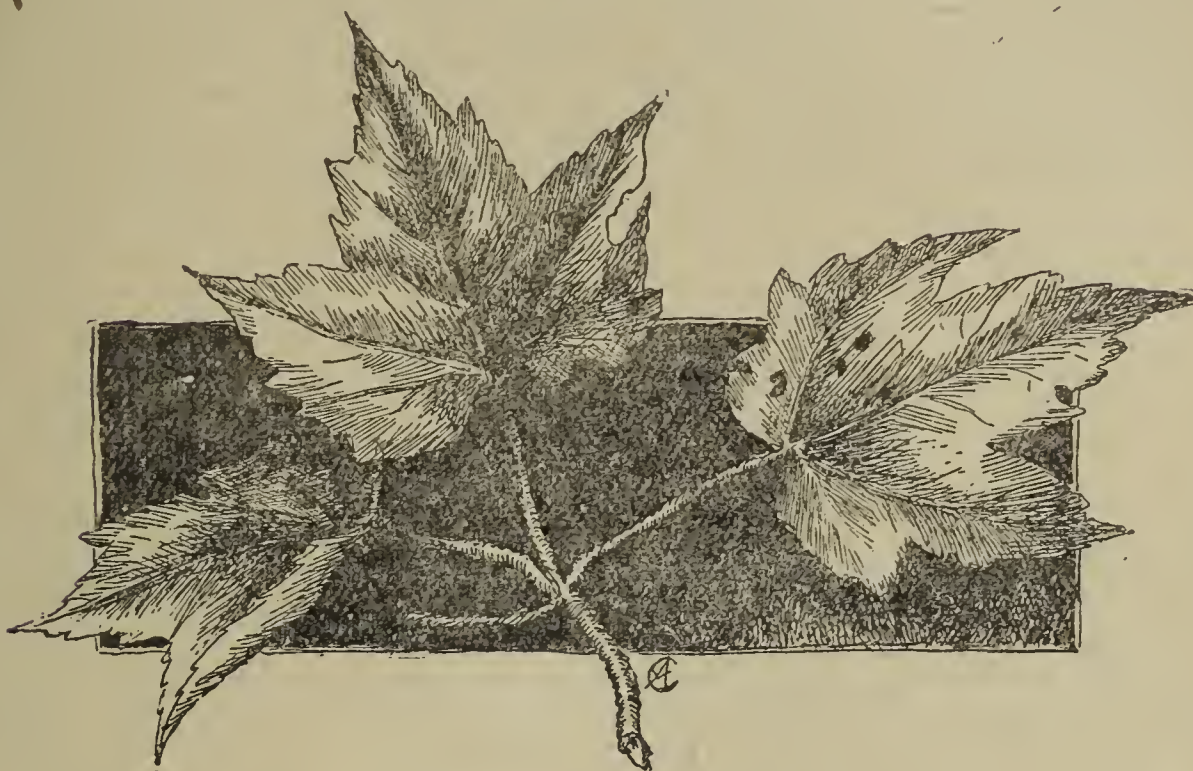
The first prize will be awarded for the neatest, most complete and perfect collection of herbarium specimens of our State trees collected and sent in by a member of a high school of the State. The second prize will be awarded for a similar collection sent in by a member of a union free school or a common school of the State.

Honorable mention will be made in our next Arbor Day circular of persons sending in other collections of special merit.

The collections must consist strictly of our native trees, as given on third page of cover. No specimen will be considered perfect without leaves, flowers and fruit, if the tree bears flowers

and fruit. Specimens must be neatly mounted, properly labeled, and arranged in orders, according to directions following. Collections must be forwarded to the Department not later than December first next.

10. THE MAPLES.



“A student who has learned to observe and describe so simple a matter as the form of a leaf has gained a power which will be of a lifetime value, whatever may be his sphere of professional enjoyment.” — *William North Rice*.

There are some sixty or seventy species of the Maple, nearly half of them belonging to China and Japan, which must be considered the headquarters of the genus. In North America only nine species occur, of which five are natives of our own State.

The maples, in general, are lofty and beautiful trees, and are planted much for ornament. Capable of enduring an immense degree of cold, they form, in the north of the Old and of the New Continent, extensive forests.

One of the principal characters of the Maple consists in opposite leaves divided into several very distinct lobes. The flowers of most of them are very small and appear so early, generally in April, before there are any signs of leaves, that without careful attention one is very likely to overlook them altogether. The staminate and pistillate flowers often appear on different trees, sometimes on the same tree, and also sometimes perfect flowers with them.

The fruit is the distinctive feature of the Maple and consists of two samaras, or keys, as they are called — that is, little winged nuts or seeds. With the exception of the Silver-leaved Maple and the Red Maple, which perfect their seeds in May, the seeds of the Maple ripen in October, when the keys begin to turn brown.

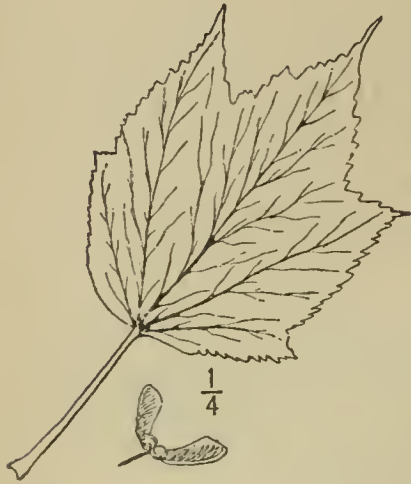
The Maples prefer a free, deep, loamy soil, rich rather than sterile, and neither wet nor very dry; a sheltered and shady situation suits them best. Though they only attain perfection in favorable soils and situations, they will spring up and live in any situation whatever.

They are propagated chiefly from seeds; but some sorts are increased by layers, by cuttings of the shoots or roots, or by budding or grafting. Although the seeds may be sown either in autumn or in spring, the latter is preferable where moles abound, as they are very fond of the seeds. When sown in spring they come up in five or six weeks. The seeds of the Silver and Red Maples should be sown immediately after having been collected, for they will vegetate directly and produce fine plants the first season, if kept free from weeds.

The wood of the Maple is light, close-grained and moderately hard. The bark is stringent, and yields red and yellow coloring matter, and the limpid sweet sap is manufactured into sugar. The most valuable timber trees of the genus are the European *Acer Pseudo-Platanus* (introduced here), the American *Acer Saccharinum* and an Indian species.

The Maple was called *Acer* by the Romans, perhaps from its sharp-pointed leaves, though some authorities say it was so-called because its tough wood was employed for the handles of pointed weapons, spears, javelins and the like.

1. *ACER SPICATUM*—MOUNTAIN MAPLE.



A. spicatum.

Common in the region of the St. Lawrence valley and abounds among the enormous rocks that lie scattered along the sides of the Mohawk, near the Little Falls. Called Mountain or Low Maple, for it grows of preference in cool, moist and shady situations, on the abrupt and rocky banks of torrents and rivers. Small, bushy tree, six to ten feet high, with a short trunk six or eight inches in diameter. Bark very thin, with smooth or slightly furrowed reddish-brown surface. Leaves with three (rarely five) coarsely serrated, taper-pointed lobes, with slightly cordate base; downy beneath. Flowers minute and greenish-yellow, in erect, slender racemes or panicles, blooming in June after the leaves are fully grown. Wings of the small fruit at about a right angle; fruit fully grown and bright red in July, turning brown late in the autumn.

2. *ACER PENNSYLVANICUM*—STRIPED MAPLE.

Wild throughout and cultivated. Small, slender tree, thirty or forty feet high. Bark from one-eighth to one-fourth inch thick, light green, striped with brownish-red. Leaves large, thin, three-lobed at the end, cordate at the base, sharply, double serrate, the short lobes contracted into tapering serrate points; five or six inches long and four or five inches broad. Flowers greenish-yellow, in drooping, elongated, loose racemes, appearing after the leaves toward the end of May or in early June. Fruit with thin spreading wings, three-fourths inch long and marked on one side of each nutlet by a small cavity. One of the earliest trees whose vegetation announces the approach of spring. Its buds and leaves, when beginning to unfold, are rose-colored. This Maple has few economic uses. In some parts of the country cattle are turned into the forest in the early spring to browse on the young and tender shoots filled with saccharine juice, which are the favorite food of the moose and the deer. Its principal value, however, consists in its beauty. The excellent habit of this small tree, the brilliancy of its young leaves and bud scales in early spring, its handsome, graceful flowers, its large, bright summer foliage and brilliant autumn colors and the conspicuous markings of its trunk and branches, more striking in winter even than in summer, make it a valuable garden plant, beautiful at all seasons of the year.



A. Pennsylvanicum.

3. *ACER SACCHARINUM*—SUGAR OR ROCK MAPLE.

The most interesting of the American Maples. A noble tree, fifty to 120 feet high, with a trunk three or four feet in diameter, very symmetrical, with a narrow, egg-shaped head when young, and when 50 or 60 years old with a broad, round-topped dome, often seventy or eighty feet across. Bark of large trees from one-half to three-quarters of an inch thick, broken into deep longitudinal furrows, the light brown surface separating into small scales; bark of young trunks and young branches whitish brown. Wild throughout and extensively cultivated in the streets of cities. Leaves deeply three to five-lobed, with rounded notches; lobes acute, few-toothed; base heart-shaped, smooth above, glaucous or paler beneath, turning in autumn to brilliant shades of deep red, scarlet and orange, or of clear yellow. Flowers greenish-yellow, hanging in umbel-like clusters at the time the leaves are expanding in the spring. Fruit with wings not quite forming a right angle; wings from one-half inch to rather more than an inch in length, broad and thin. Wood heavy, strong,



A. saccharinum.

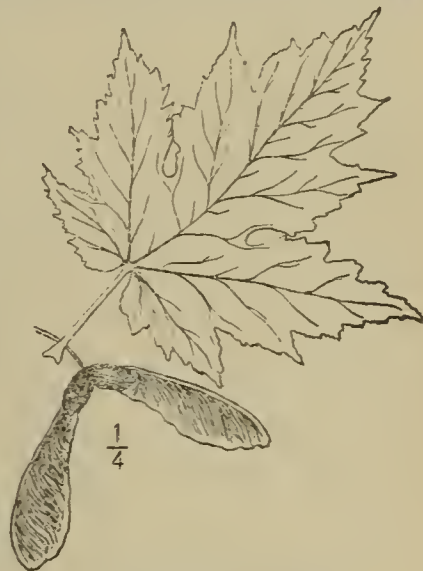
close grained and tough, with a fine, satiny surface, susceptible of receiving a good polish; light brown, tinged with red; more valuable and more generally used than that of any other American Maple.

Var. *nigrum* — Black Sugar Maple. Forms a forest of considerable size on the banks of the Genesee. Leaves usually three-lobed, with entire or bluntly-toothed lobes, frequently thinner than those of the common form of Sugar Maple, scarcely paler beneath, but often minutely downy, notch at the base often closed. Generally found on lower ground than the common form, occupying as a rule the banks of streams or rich alluvial river bottom lands.

The hardiness of the Sugar Maple, its rapid growth in good soil, its excellent habit, the grace of its flowers, the beauty of its foliage, especially in autumn, and its freedom from serious disease make it one of the most valuable ornamental trees in North America, and it is now planted in immense numbers in the northern States for shade and for the embellishment of streets, roadsides and parks.

4. ACER DASYCARPUM — SILVER OR WHITE MAPLE.

Large tree, ninety to 120 feet high, rapidly growing and somewhat weeping, with soft, white wood. Bark one-half to three-quarters of an inch thick, reddish brown and more or less furrowed, its surface separating into large, thin scales; bark of young stems and large branches smooth and gray, tinged with red. Leaves large and deeply five-lobed, the middle lobe often being three-lobed, with blunt notches, the lobes irregularly serrated and notched, truncate or somewhat heart-shaped at the base, six or seven inches in length and rather less in breadth, membranous, bright pale green on the upper surface and silvery white, and, when young, downy beneath. Flowers light greenish-yellow, preceding the leaves, in crowded umbels along the branches. Fruit ripens in May or June; wings large and forming about a right angle. Wood hard and strong, close-grained and easily worked, but rather brittle. Wild along river banks and extensively cultivated in the streets of cities. Grows very rapidly in cultivation, even on dry soil, and for this reason has been planted extensively as a shade and street tree. When grown under favorable conditions it forms a wide-spreading head. On dry and elevated ground however, it is not handsome except when young; the branches become brittle and are easily broken and the habit is loose and unattractive. Special cut-leaved and weeping varieties are sold at the nurseries.



A. dasycarpum.

5. ACER RUBRUM — RED MAPLE.

A slender tree, eighty to 120 feet high, somewhat spreading, with reddish branches. Wild in wet places and often cultivated. Bark dark gray, divided by longitudinal ridges, the surface separating in large flake-like scales. Leaves truncate, more or less cordate, rounded or wedge-shaped at the base, and cleft into three to five acute-notched, irregularly-toothed lobes, whitish beneath, turning a bright crimson and orange in autumn. Flowers bright scarlet or dull yellowish-red, in close clusters along the branches, appearing before the leaves in the spring. Fruit often reddish, small, with the wings at about a right angle. Wood heavy, cross-grained, easily worked and not very strong, light brown, often tinged with red, now largely used in the manufacture of furniture. Ink made domesti-



A. rubrum.

cally by boiling bark of Red Maple in soft water and combining the tannin which it contains in large quantities with sulphate of iron.

[The authorities cited are Sargent's *Silva of North America*, Micheaux & Nuttall, and Apgar's *Trees of the Northern United States*. The large cut which heads this article is furnished through the courtesy of the Educational Publishing Co. of Boston.]

11. OUR STATE TREES.

- Magnòlia acuminàta*, L.— Cucumber Tree. Western part of the State.
Liliodéndron tulipífera, L.— Tulip Tree.
Asímína tríloba, Dunal.— Papaw. Near Niagara Falls.
Tília Americàna, L.— Bass Wood or American Linden.
**Ailánthus glandulòsus*, Desf.— Tree of Heaven. Southern part of the State.
Ilex opàca, Ait.— American Holly.
Acer Pennsylvànicum, L.— Striped Maple.
Acer saccharinum, Wang.— Sugar Maple or Hard Maple.
Acer dascàrpum, Ehrh.— Silver Maple or White Maple.
Acer rúbrum, L.— Red Maple.
Negúndo aceroides, Moench.— Box Elder or Ash-leaved Maple.
Robínia pseudo-acácia, L.— Locust.
Cércis Canadénsis, L.— Judas Tree.
Gymnócladus Canadénsis, Lam.— Kentucky Coffee Tree. About Cayuga Lake.
Gledítschia triacánthos, L.— Honey Locust.
Prúnus Americàna, Marsh.— Wild Plum.
Prúnus Pennsylvànica, L.— Wild Red Cherry.
Prúnus scrótina, Ehrh.— Wild Black Cherry.
Pyrus coronària, L.— American Crab Apple.
Pyrus Americàna, DC.— Mountain Ash.
Pyrus sambucifòlia, C. & S.— Elder-leaved Mountain Ash. Adirondack region.
Liquidá Styracíflua, L.— Sweet Gum. Southern part of the State.
Nyssa sylvática, Marsh.— Sour Gum or Pepperidge Tree.
Diospyros Virginiàna, L.— Persimmon. On Long Island.
Fráxinus Americàna, L.— White Ash.
Fráxinus pubéscens, Lam.— Red Ash.
Fráxinus víridis, Mx.— Green Ash.
Fráxinus sambucifòlia, Lam.— Black Ash.
Sássafras officinàle, Nees.— Sassafras.
Úlmus fúlva, Mx.— Red Elm or Slippery Elm.
Úlmus Americàna, L.— White Elm.
Úlmus racemòsa, Thomas.— Cork Elm or Rock Elm.
Céltis occidentàlis, L.— Hackberry or Sugar Berry.
Mòrus rùbra, L.— Red Mulberry.
Mòrus álba, L.— White Mulberry.
Plátnus occidentàlis, L.— Sycamore or Buttonwood.
Jùglans cinérea, L.— Butternut.
Jùglans nìgra, L.— Black Walnut.
Cárya álba, Nutt.— Shellbark Hickory.
Cárya tomentòsa, Nutt.— Mocker Nut.
Cárya sulcàta, Nutt.— Big Shellbark.
Cárya porcìna, Nutt.— Pignut Hickory.
Cárya amàra, Nutt.— Bitternut or Swamp Hickory.
Quércus álba, L.— White Oak.
Quércus obtusiloba, Mx.— Post Oak. Southern part of the State.
Quércus macrocárpa, Mx.— Bur Oak or Mossycup Oak.
Quércus bícolor, Willd.— Swamp White Oak.
Quércus Prínus, L.— Chestnut Oak.
Quércus rùbra, L.— Red Oak.
Quércus coccínea, Wang.— Scarlet Oak.
Quércus tinctòria, Bart.— Yellow Oak.
Quércus nìgra, L.— Black Jack or Jack Oak. Southern part of the State.
Quércus palústris, DuRoi.— Pin Oak.
Quércus falcàta, Mx.— Spanish Oak. Said to be on Long Island.
Castànea Americàna, DC.— Chestnut.

* Introduced, but naturalized and reproducing itself.

Fagus ferrugínea, Ait.—Beech.
Óstrya Virgínica, Willd.—Hop Hornbeam or Iron Wood.
Carpinus Caroliniàna, Walt.—Water Beech or Hornbeam.
Bétula populifòlia, Ait.—White Birch.
Bétula papyrífera, Marsh.—Canoe Birch or Paper Birch.
Bétula lùtea, Mx.—Yellow Birch.
Bétula nìgra, L.—Red Birch or River Birch.
Bétula lénta, L.—Black Birch.
Sàlix nìgra, Marsh.—Black Willow.
Pópulus tremuloìdes, Mx.—Quaking Asp or Aspen.
Pópulus grandidentàta, Mx.—Poplar.
Pópulus heterophylla, L.—River Cottonwood. Southern part of the State.
Pópulus balsamífera, L.—Balsam Poplar.
Pópulus monilífera, Ait.—Necklace Poplar or Cottonwood.

EVERGREENS.

Thúya occidentàlis, L.—Arbor Vitæ.
Camæcyparis sphæróidea, Spach.—White Cedar.
Juníperus Virginiàna, L.—Red Cedar.
Pìnus Stróbus, L.—White Pine or Weymouth Pine.
Pìnus resinòsa, Ait.—Red Pine or Norway Pine.
Pìnus rígida, Mill.—Pitch Pine.
Pìnus ínops, Ait.—Scrub Pine. Southern part of the State.
Pìnus mìtis, Mx.—Yellow Pine. Southern part of the State.
Pìnus Banksiàna, Lamb.—Northern Scrub Pine or Gray Pine. Essex county.
Picea nìgra, Lk.—Black Spruce.
Picea álba, Lk.—White Spruce. Adirondack region.
Tsùga Canadénsis, Carr.—Hemlock.
Abies balsàmea, Mill.—Balsam Fir.
Làrix Americàna, Mx.—American Larch.

SMALL TREES OR SHRUBS.

Magnòlia glaúca, L.—Small or Laurel Magnolia. On Long Island.
Xanthoxylum Americànum, Mill.—Prickly Ash.
Ptèlea trifoliàta, L.—Hop Tree. Western part of the State and Long Island.
Euónymus atropurpùreus, Jacq.—Burning Bush or Wahoo.
Rhámnus Caroliniàna, Walt.—Indian Cherry. On Long Island.
Acer spicàtum, Lam.—Mountain Maple.
Rhús typhina, L.—Staghorn Sumach.
Rhús copallina, L.—Dwarf Sumach.
Rhús venenàta, DC.—Poison Sumach.
Rhús glàbra, L.—Smooth Sumach.
Cratægus orus-gállì, L.—Cockspur Thorn.
Cratægus coccínea, L.—White Thorn.
Cratægus tomentòsa, L.—Black Thorn.
Hamamèlis Virgínica, L.—Witch Hazel.
Córnus alternifòlia, L.—Dogwood.
Córnus flórida, L.—Flowering Dogwood.
Vibúrnum Lentàgo, L.—Sheepberry.
Vibúrnum prunifòlium, L.—Black Haw. Southern part of the State.
Kálmia latifòlia, L.—Calico-bush or Mountain Laurel.
Rhododéndron máximum, L.—Great Laurel.
Myrica cerífera, L.—Bay Berry or Wax Myrtle.
Quércus prinòides, Willd.—Small Chestnut Oak.
Quércus Phéllòs, L.—Willow Oak. Southern part of the State.
Alnus serrulàta, Willd.—Black Alder or Smooth Alder.
Alnus incàna, Willd.—Speckled Alder or Hoary Alder.
Sàlix longifòlia, Muhl.—Sandbar Willow.
Sàlix discolor, Muhl.—Glaucous Willow.

8. DISTRICTS OBSERVING AND TREES PLANTED, ARBOR DAY, MAY 5, 1893.

School Commissioner Districts.

COUNTIES.	Districts.	School districts observing.	Trees planted.
Albany	1	37	77
Albany	2	41	105
Albany	3	31	63
Allegany	1	92	204
Allegany	2	91	197
Broome	1	90	132
Broome	2	54	99
Cattaraugus	1	109	275
Cattaraugus	2	107	244
Cayuga	1	86	144
Cayuga	2	102	170
Chautauqua	1	76	130
Chautauqua	2	70	107
Chautauqua	3	81	121
Chemung .....	.....	103	282
Chenango	1	135	194
Chenango	2	138	186
Clinton	1	63	111
Clinton	2	67	140
Columbia	1	65	139
Columbia	2	81	112
Cortland	1	65	58
Cortland	2	65	67
Delaware	1	130	159
Delaware	2	132	223
Dutchess	1	111	190
Dutchess	2	64	74
Erie	1	49	100
Erie	2	90	233
Erie	3	77	94
Essex	1	76	160
Essex	2	76	231
Franklin	1	58	123
Franklin	2	58	116
Fulton .....	.....	87	206
Genesee .....	.....	114	295
Greene	1	59	110
Greene	2	53	65
Hamilton .....	.....	26	33
Herkimer	1	36	64
Herkimer	2	83	125
Jefferson	1	54	71
Jefferson	2	71	139
Jefferson	3	62	96
Kings .....	.....	14	40
Lewis	1	80	133
Lewis	2	71	160
Livingston	1	90	180
Livingston	2	71	50
Madison	1	109	115
Madison	2	95	160
Monroe	1	86	326
Monroe	2	93	189
Montgomery .....	.....	82	212
Niagara	1	55	91
Niagara	2	67	106
Oneida	1	50	71
Oneida	2	89	111
Oneida	3	86	112
Oneida	4	101	132
Onondaga	1	76	106
Onondaga	2	72	147
Onondaga	3	82	117
Ontario	1	71	99
Ontario	2	89	123
Orange	1	51	56
Orange	2	91	151
Orleans .....	.....	103	104
Oswego	1	76	96
Oswego	2	54	100
Oswego	3	87	138

8. DISTRICTS OBSERVING AND TREES PLANTED — (Continued).

COUNTIES.	Districts.	School districts observing.	Trees planted.
Otsego	1	105	131
Otsego	2	117	205
Putnam .....	.....	36	51
Queens	1	38	60
Queens	2	49	95
Rensselaer	1	64	103
Rensselaer	2	66	103
Richmond .....	.....	25	29
Rockland .....	.....	36	56
St. Lawrence	1	104	247
St. Lawrence	2	127	294
St. Lawrence	3	106	194
Saratoga	1	85	110
Saratoga	2	104	187
Schenectady .....	.....	52	148
Schoharie	1	97	74
Schoharie	2	65	155
Schuyler .....	.....	82	178
Seneca .....	.....	79	174
Steuben	1	92	177
Steuben	2	90	274
Steuben	3	99	258
Suffolk	1	51	75
Suffolk	2	71	135
Sullivan	1	59	148
Sullivan	2	65	142
Tioga .....	.....	124	233
Tompkins	1	58	102
Tompkins	2	72	125
Ulster	1	41	86
Ulster	2	76	104
Ulster	3	83	198
Warren .....	.....	222	245
Washington	1	71	111
Washington	2	56	107
Wayne	1	82	126
Wayne	2	84	121
Westchester	1	18	29
Westchester	2	39	29
Westchester	3	55	52
Wyoming	1	79	105
Wyoming	2	69	77
Yates .....	.....	84	262
Total		8,783	15,604

Cities.

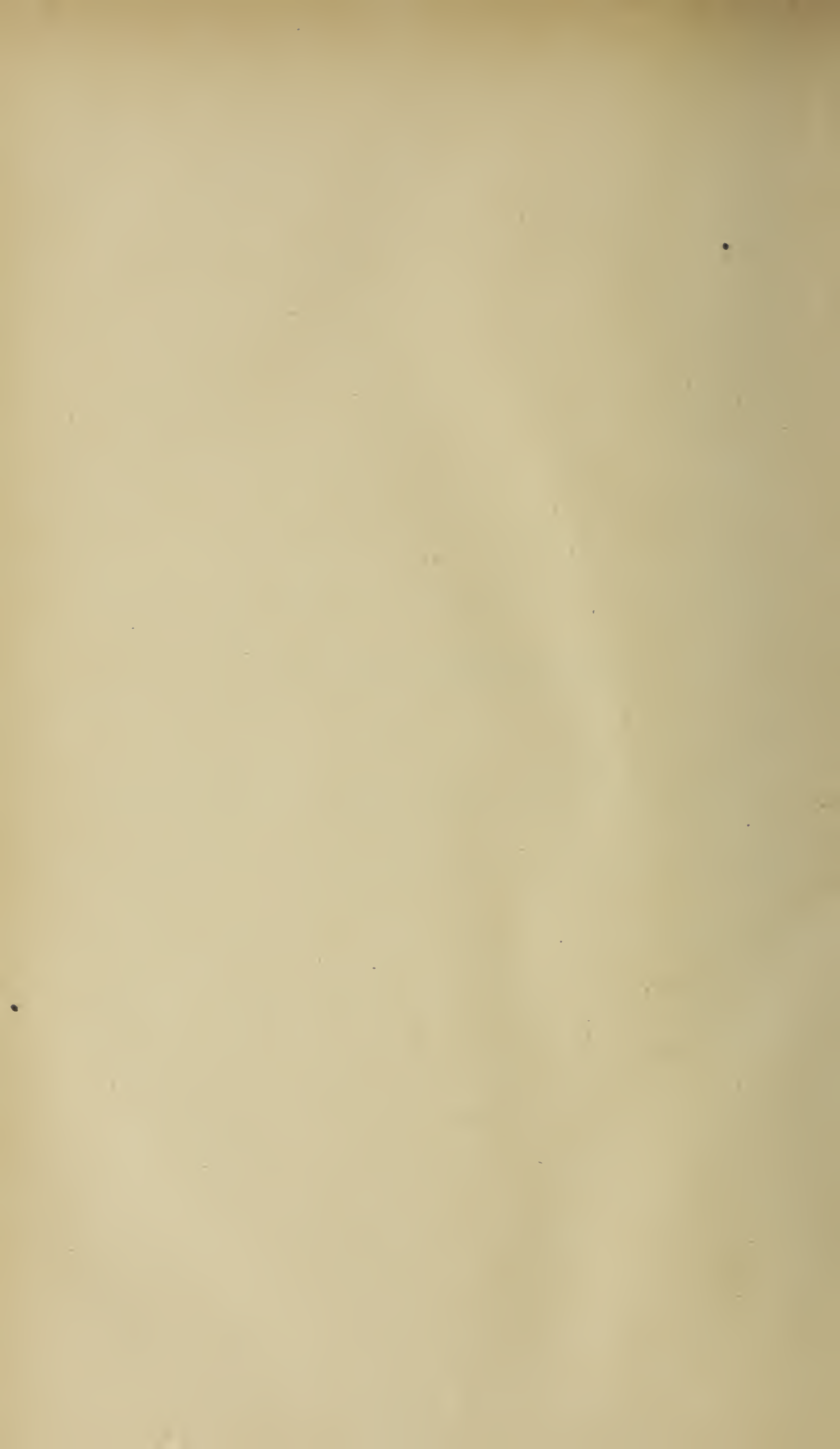
CITIES.	Trees planted.	CITIES.	Trees planted.
Auburn	6	Middletown	12
Binghamton	33	Niagara Falls	8
Buffalo	44	Ogdensburg	6
Dunkirk	90	Rome	2
Elmira	3	Troy	10
Gloversville	2	Utica	50
Hudson	3	Yonkers	10
Ithaca	3		
Lockport	87	Total	369

Total Number Trees Planted.

School commissioner districts	15,604
Cities	369
Total	15,973

EXHIBIT No. 19.

NAUTICAL SCHOOL.



NAUTICAL SCHOOL OF THE PORT OF NEW YORK.

No report is submitted for the year 1893 for the reason stated in the following letter :

CHAMBER OF COMMERCE OF THE STATE OF NEW YORK.

[Founded A. D. 1768.]

NEW YORK, *December* 15, 1893.

Hon. J. F. CROOKER, *Superintendent of Public Instruction, Albany,*
N. Y. :

DEAR SIR.—Your letter of yesterday is at hand. The Nautical School having been practically closed during the spring and summer months for the want of the necessary appropriation to meet its current expenses, the Chamber of Commerce will not be able to make a report to the Superintendent this year.

Respectfully yours,

GEORGE WILSON,
Secretary.

APPENDIX.

EXHIBIT No. 1.

PRIMARY INSTRUCTION IN VARIOUS COUNTRIES

1. DOMINION OF CANADA.

PROVINCE OF ONTARIO.

NEW BRUNSWICK.

NOVA SCOTIA.

PRINCE EDWARD'S ISLAND.

QUEBEC.

MANITOBA.

BRITISH COLUMBIA.

2. ENGLAND.

3. NEW SOUTH WALES, AUSTRALIA.

4. VICTORIA, AUSTRALIA.

5. BELGIUM.

6. HOLLAND.

7. ITALY.

Primary Instruction in Various Countries.

DOMINION OF CANADA.

THE EDUCATIONAL SYSTEMS OF THE SEVEN PROVINCES — STATISTICS AND CONDITION OF THE SCHOOLS.

I have the honor to transmit a summary of the latest report on public instruction from each of the seven provinces of the Dominion of Canada, kindly furnished this Department by the Superintendent of Education in the province mentioned. The seven reports give a clear and faithful representation of the condition of the Canadian schools.

PROVINCE OF ONTARIO.

The report of the minister of education of Ontario, Hon. G. W. Ross, LL. D., is supplemented by an admirable description of "The Educational System of the Province of Ontario," from which the following extracts are here presented:

The system of education in Ontario may be said to combine the best features of the systems of several countries. To the Old World it is indebted for a large measure of its stability, uniformity and centralization; to the older settled parts of the New World for its popular nature, its flexibility and its democratic principles, which have given, wherever desirable, local control and individual responsibility. From the State of New York it has borrowed the machinery of its schools; from Massachusetts the principle of local taxation; from Ireland the first series of text books; from Scotland the co-operation of parents with the teacher in upholding his authority; from Germany the system of normal schools and the kindergarten; and from the United States generally the non-denominational character of elementary, secondary and university education. Ontario may claim to have some features of her system that are largely her own. Among them may be mentioned a division of state and municipal authority on a judicious basis; clear lines separating the function of the university from that of the high schools, and the function of the high schools from that of the public or elementary schools; a uniform course of study; all high and public schools in the hands of professionally trained teachers; no person eligible to the position of inspector who does not hold the highest

grade of a teacher's certificate, and who has not had years of experience as a teacher; inspectors removable if inefficient, but not subject to removal by popular vote; the examinations of teachers under provincial instead of local control; the acceptance of a common matriculation examination for admission to the universities and to the learned professions; a uniform series of text-books for the whole province; the almost entire absence of party politics in the manner in which school boards, inspectors and teachers discharge their duties; the system national instead of sectarian, but affording under constitutional guarantees and limitations protection to Roman Catholic and Protestant separate schools and denominational universities.

Municipal System.

The municipal system of Ontario affords a full measure of local self-government. The province is for the most part divided into counties, which are subdivided into minor municipalities, consisting of townships, incorporated villages, towns and cities. These corporations are given certain powers, and have certain responsibilities with respect to education. Through their municipal councils, counties are under obligation to make grants of money to high schools, and both counties and townships must contribute certain sums in aid of public schools. Each township is divided into school sections, and each of these sections is provided with a public school. There is a board of trustees for each school section, incorporated village, town and city. Much the greater part of what is expended for public schools is provided by the school section, village, town, or city. The ratepayers (men and women) elect the trustees, who, within the provisions of the provincial statutes or regulations of the educational department, appoint the teachers and determine the amounts to be expended for buildings, equipments and salaries. It thus follows that the system of education in Ontario is essentially democratic, and in those matters which affect the sentiments or touch the pockets of the people each locality has almost entire control.

Compulsory Education.

The truancy and compulsory education act of 1891 combines the best features of the laws of Great Britain on the subject, as well as those of the principal States of the American Union. By this act all children between the ages of 8 and 14 are obliged to attend school for the full term during which the school is open, and parents or guardians who fail to send their children, are subject to penalties. The rights of conscience are sufficiently guarded. Penalties are not

inflicted if the child is under efficient instruction at home, or unable to attend through sickness or unavoidable cause, or is excused by a justice of the peace, or by the principal of the school, or if he has passed the high school entrance examination. Any person employing a child under 14 years of age during school hours is liable to a penalty of twenty dollars. When the services of a child are deemed urgent, an absence from school for six weeks of the term may be granted. Provision is made for sending a child who is vicious or immoral to an industrial school. To nip truancy in the bud is regarded as the most effective means of preventing a recourse to the penalties of the act. Truant officers must be appointed for every city, town and incorporated village, and may be appointed for every school section. These officers are vested with police powers, and have authority to enter factories, workshops, stores and other places where children may be employed, and ascertain whether there is any violation of the act. Regulations may be made by the local authorities for the better enforcement of the statute. The truant officers must report annually to the educational department according to prescribed forms.

Administration.

By an act of the legislative assembly of the province, the education department is intrusted with the administration of the school law. This department consists of the members of the executive government; and its head is the minister of education. Subject to the provisions of any statute in that behalf and the regulations of the department, there may be established the following schools: (1) Kindergartens, (2) Public Schools, (3) Night Schools, (4) High Schools and Collegiate Institutes, (5) Art Schools, (6) County Model Schools, (7) Normal Schools, (8) Schools of Pedagogy, (9) Teachers' Institutes, (10) Mechanics' Institutes, (11) Industrial Schools.

It is the duty of the minister to direct all the educational forces in the country; first from his place as a member of the legislative assembly, and secondly through the officers of his department.

Kindergartens.

By the public schools act, each board of trustees in cities, towns and incorporated villages has power to establish kindergartens for children between the ages of 4 and 7 years. The system has been introduced into all the large cities and into many of the principal towns. Each of the provincial normal and model schools in Toronto and Ottawa has also a kindergarten with two regular teachers on the staff,

assisted by those taking the training course. In all these schools the principles of Fröbel's system are followed, and the effect has been to create much interest in this method of training young children. A small fee is generally charged, and the cost has to some extent militated against their establishment.

Already the province has sixty-six kindergartens, attended by 6,375 pupils, with an average attendance of 3,287. One hundred and sixty teachers are employed. The average salary paid directors is \$342, the highest being \$600. In some cities there is also engaged one as superintendent of kindergartens at a larger salary. In the normal school kindergartens the highest salary is \$900. The legislative grant to this class of schools is \$3,000.

School Boards.

Townships are divided by their municipal councils into sections and each of these has its own school (a few have two schools), managed by a board of three trustees, who hold office for three years — one going out of office annually, when his successor is elected. A grant of money is paid by the government to each school according to the average attendance of pupils, and the county council is obliged to make an equal appropriation. In addition the township council must give a grant of \$100 (\$150 if two teachers are employed) to each school, and the rate-payers of the section are taxed to raise whatever further sum the trustees require to maintain the school. Since 1871 the schools have all been free.

Cities, towns and incorporated villages in Ontario also receive their share of the legislative grant for public schools and the balance necessary is raised by the municipal council at the request of the board of trustees. The public school board consists of six or more members, two elected from each ward, of whom one retires annually. If the board so decides, the elections may be held by ballot and on the same day as the municipal elections. The graded system of classification under the direction of the principal or inspector is adopted, and promotions are usually made twice a year. As in rural schools, the public schools are all free, and free text-books, under the act of 1891, may also be provided by the trustees in cities, towns and villages, or each pupil may be charged a small fee for their purchase. Night schools and kindergartens may also be established.

Trustees have extensive duties. To them is intrusted largely the amount of money to be expended for school sites, buildings, equipment and maintenance. They select the teachers and determine the number, grade and description of schools to be established and maintained.

Examinations.

Public school-leaving examinations are held each year at the same time as the high school entrance examinations for those pupils who take up fifth form work. The main object of this regulation is to afford the pupils of rural schools who cannot conveniently attend a high school an incentive for higher work. Only those pupils are eligible for this examination who have passed the entrance examination, or who have made at least the total number of marks required, and are recommended by the principal of the public school. The examination papers are prepared by the education department, and the questions are based upon the following subjects: Arithmetic and mensuration (value 200), English grammar or rhetoric (150), English poetical literature (150), English composition (100), history (100), geography (100), book-keeping and penmanship (100), drawing (50), reading (50); there are besides two optional papers, each valued at seventy-five, one of them being intemperance and hygiene and the other in agriculture. The standard required is one-third of the marks in each subject, and one-half of the total marks obtainable. To meet the cost of the examination, a fee of one dollar is required of each candidate, and the papers are read by the inspector and the principal of the county model school. Any public school pupil who has passed the high school entrance examination may be a candidate, and a special grant is made by the legislature for those schools that successfully prepare pupils for this examination. No grant is, however, paid to a school in a city, town or village where there is a high school, as it is not deemed desirable for such schools to take up this work. To prevent the junior classes from being neglected, it is necessary that at least two teachers be employed, and as a guarantee of ability to undertake the course the principal must hold at least a second-class certificate. Those pupils who pass the examination receive public school leaving certificates, handsomely printed and signed by the minister of education and chairman of the board of examiners. The certificates are awarded on the day of the public examination, or on some other suitable occasion, with appropriate "commencement exercises."

Public School Statistics.

Population of Ontario, 2,114,321; school population, 615,781; pupils registered, 491,741; average attendance (208 teaching days), 257,642; percentage of average attendance to number registered, fifty-two.

Total number of school-houses, 5,876, of which 2,218 are brick, 549 stone, 2,490 frame and 619 log.

The number of teachers employed (male 2,755, female 5,581), 8,336 ; first-class teachers, 251 ; second-class, 2,999 ; third-class and others, 5,069.

Highest salary in a city, \$1,500 ; in a town, \$1,150 ; in rural schools and villages, \$800 ; average of male teacher in a city, \$907 ; female, \$396 ; average of male teacher in a town, \$651 ; female, \$298 ; average of male teacher in rural schools and villages, \$386 ; female, \$268.

Legislative grants for the year to public schools, \$289,610 ; municipal grants and assessments, \$3,168,498 ; other receipts, including balances, \$1,313,203 ; total receipts, \$4,771,311.

Total amount paid for teachers' salaries, \$2,722,116 ; amount paid for maps, apparatus, etc., \$42,521 ; paid for sites and buildings, \$460,655 ; paid for rent, repairs, fuel, etc., \$850,949 ; total expenditure for the year, \$4,076,241.

Cost per pupil for cities, \$13.57 ; for towns, \$8.92 ; for rural and village schools, \$7.25 ; cost per pupil for the province, \$8.34.

Teachers' Training Classes.

One of the most valued features of the system of education in Ontario is the extensive provision made for the training of teachers. Every position, from the lowest in the kindergarten to the highest in a collegiate institute, must be filled by a trained teacher. No teacher of a high school or public school receives a permanent certificate who does not possess qualifications of a three-fold nature — (1) scholarship, (2) a knowledge of pedagogical principles, and (3) success shown by actual experience.

In the establishment of training schools it is assumed that the different grades of schools — kindergarten, public schools and high schools — require teachers of different qualifications, whose professional attainments should be gained at institutions specially provided in each case for the purpose. With this view there have been established in Ontario the following training schools for teachers :

(1) Kindergartens, including the local schools of this kind, where the training is given for assistants' certificates, and the provincial kindergartens connected with the normal schools, where the training is given for directors' certificates.

(2) County model schools, where all public school teachers receive their first professional training, and from which third-class certificates, valid for three years, are awarded.

(3) Provincial normal schools for the further training of public school teachers who desire to obtain second-class certificates and which are valid for life.

(4) The School of Pedagogy for the training of those who desire to obtain certificates as first-class public school teachers, assistant high school teachers and specialists in one or more of the six departments of classics, mathematics, English, modern languages, natural science and the commercial course. The School of Pedagogy also gives the professional training which, with the necessary scholarship and experience, enables its graduates to obtain subsequently certificates as public school inspectors or principals of high schools and collegiate institutes.

Certificates.

To begin teaching in any public school in Ontario it is necessary to obtain what is called a third-class certificate from a county board of examiners, and only those are eligible for the examination who have attended a session at a county model school. To be admitted to a course of training at one of these institutions it is necessary to have first passed the high school primary examination. The board of examiners consists of the public school inspector and two other persons appointed by the county council holding first-class certificates and actually engaged in teaching. They receive for their services four dollars per diem and traveling expenses. This board, subject to the regulations of the education department, sets apart at least one public school in each county for the training of third-class teachers. The course of study for the pupils is the same as in any other public school. There are fifty-nine county model schools in Ontario, and the average number of students-in-training at each is about thirty. A grant of \$150 by the legislature and an additional \$150 by the county council are made to each of these institutions, mainly to assist the trustees to provide an efficient staff. The course of professional training extends over about four months — from September to December. The time of the teachers-in-training is taken up with (1) observation of the work done by the regular teachers, (2) practice lessons given to the classes or to sections of a class, and (3) criticisms, discussions of methods and lectures by the principal on pedagogical principles. A third-class certificate is valid for only three years, and if the holder has by that time no higher non-professional attainments than a high school primary certificate, or if he has not been successful in teaching, he is not eligible to enter a normal school, and may be obliged to retire from the profession. This regulation is based on the principle that a life certificate should be given to no teacher until he is tried by the only true test — that of experience. The object is to prevent incompetent persons

from holding positions, and by offering their services at low salaries, shutting out energetic teachers and injuring the schools.

To have a permanent license to teach in a public school it is necessary to obtain at least a second-class certificate. This certificate can be secured only by teachers who have attended the normal school and passed an examination at the close of the session. This examination, which is both written and practical, is conducted by inspectors appointed from time to time by ministers of education. In addition to these tests, a favorable report from the principal of the normal school is also essential.

Two normal schools, with large model or practice schools as adjuncts, have been established, one in Toronto and the other in Ottawa. There are two sessions each year, and only those students are admitted who have passed the high school junior-leaving examination, and who have, as reported by the inspector under whom they have served, taught successfully one year as third-class teachers. It is customary, however, for the students to have taught two or three years before being admitted to the normal school. With this experience in their own schools, after having had their preliminary professional training at a county model school, and with the scholarship gained previously by three or four years' attendance at a high school or collegiate institute, the teachers-in-training of the normal schools occupy valuable vantage ground in the acquisition of pedagogical knowledge and professional skill. In order still further to confine their attention during the session to practical work and the discussion of principles and methods, a preliminary entrance examination must be passed on most of the books prescribed for the course.

The work of the pupils of the model schools is in harmony with that of ordinary public schools, and several of the early weeks of the session are partly employed by the normal school students in observing the teaching done by the regular teachers. Subsequently they are required to take charge of the model school classes under the immediate direction and criticism of these teachers, and with the advantage of lectures from the masters of the normal schools on psychology, the science and history of education, and the application of the general principles of pedagogy to the methods of instruction peculiar to each branch of study. An important aim of the normal school course is not to train teachers to become imitators, but rather to encourage individuality and self-reliance, not to cause them to become mechanical or the slaves of methods, but to lead them to understand the principles upon which all

good teaching and school management are based. About 100 students attend each normal school every session.

Teachers' Institutes.

There is organized in each county or inspectoral district a "Teachers' Institute" for the purpose of imparting instruction in methods of teaching, and for discussing educational matters, subject to the regulations of the education department. A grant of twenty-five dollars is paid by the legislature to each institute, and the county or city gives a grant of an equal amount. Many of the associations have valuable libraries of professional works. The public school inspector takes a leading part in the work of these county associations, and he is generally aided by the more experienced public school teachers, and the teachers of the one or more high schools or collegiate institutes situated within his district. A director of teachers' institutes, appointed by the education department, frequently attends these meetings, and very often other prominent persons are invited to give addresses on educational topics. The main object, however, is to have discussed pedagogical principles and methods of teaching, and to enable teachers to "compare notes" regarding their daily duties. A uniform series of text-books is used in all the schools of the province.

PROVINCE OF NEW BRUNSWICK.

From the annual report of the Hon. James R. Inch, chief superintendent of education of the Province of New Brunswick, are gleaned the following interesting statements and statistics: Number of schools, 1,585; teachers, 1,669; pupils, 60,786.

The average rate of teachers salaries per annum from all sources, compiled from the returns of the first term of 1892, the latest mentioned in the report, was as follows: First-class male, \$536.75; second-class male, \$302.94; third-class male, \$225.34; first-class female, \$335.81; second-class female, \$233.54; third-class female, \$190.79.

The provincial grants for the year and the number of teachers employed are as follows:

1885.....	\$177,077	69	— 14 months.....	1,648
1886.....	132,493	65	.....	1,549
1887.....	137,186	92	.....	1,583
1888.....	136,326	45	.....	1,600
1889	135,138	93	.....	1,603
1890.....	137,409	93	.....	1,637
1891.....	137,679	03	.....	1,637
1892.....	142,681	21	.....	1,672

There is one normal school in the province, and it is found to be inadequate to supply the constantly increasing demand for teachers. It is located at the capital, Fredericton.

The following provision is made in aid of poor districts :

Each inspector shall, as directed by the board of education, determine and report to the chief superintendent what school districts under his supervision may be entitled during the ensuing year to special aid as poor districts, and the chief superintendent may allow to the schools in such districts such amount, not exceeding one-third more on the classification of the teachers of schools, from the provincial treasury, and one-third more per pupil from the county school fund, than the allowance to other school districts sharing such funds, as in his discretion may seem proper, taking into consideration the position and circumstances of such district. The fixed sum to be paid out of the county school fund in respect of each teacher, to schools returned as poor schools, shall be forty dollars.

Teachers' institutes form one of the most successful features of the system of education in New Brunswick.

Arbor Day is celebrated on May thirteenth, and receives due attention from the majority of the schools.

The superintendent makes the following suggestion : " I beg respectfully to recommend the establishing, at as early a date as practicable, of a kindergarten department in connection with the provincial normal and model schools. I do not propose to fix the limit of school age below its present limit of 5 years, or to make the support of kindergarten schools throughout the province a charge upon the public revenues. Such a proposal would be objectionable, for it is only in the cities and centers of population that kindergartens could be maintained, and it might be urged with reason that the support of local or sectional schools should depend chiefly, if not altogether, upon private enterprise. But I am convinced from observation of kindergarten work outside of our own province, and from a study of the principles which underlie kindergarten methods, that these methods should be closely followed in the earlier grades, at least, of our primary school work. To give the pupil-teachers at the normal school a practical insight into these principles and methods could not fail to make them better teachers in all the grades, and would, in my opinion, tend not only to make the schools more attractive to the children, but also to develop in them keen powers of observation in regard to form, color, order, symmetry, etc., to cultivate manual dexterity, and to quicken at the same time all the intellectual processes. The expense of a kindergarten department need

not exceed \$750 per annum, and if it should be thought proper to charge a small fee for the admittance of children to the model school of this department, the charge upon the public funds might be still less than the sum named.

Administration.

The governor, members of the executive council, chancellor of the University of New Brunswick, and the chief superintendent of education constitute the board of education. The powers of the board are: To provide for a normal school with model departments; to revise and enlarge the inspectorial districts and to appoint six inspectors; to divide the province into school districts; to make regulations for the organization, government and discipline of schools; to prescribe text-books and apparatus for the use of schools, books for school libraries, plans for the construction and furnishing of school-houses, and courses or standards of instruction and study for schools; to determine all appeals from the decisions of inspectors and make such orders thereon as may be required; to prepare and publish regulations under which moneys may be drawn and expended.

The salaries of teachers are provided for from the three following sources: The provincial treasury, the county school fund and district assessment. All other items of fixed or current expenditure are provided for by district or local assessment; and the purchase of school-houses and lands and erection of buildings may be provided for by law.

Legally qualified teachers employed in schools receive from the provincial treasury according to the following rates for the school year: Male teachers of the first class, \$135; of the second class, \$108; of the third class, \$81. Female teachers of the first class, \$100; of the second class, \$81; of the third class, \$63. Assistant teachers, if provided with a class-room separate from the school-room, but within the same building, and regularly employed at least four hours each day, receive one-half of the foregoing sums, according to the class of license.

Assessment in Aid of Schools.

The county secretary annually determines upon a sum equal to thirty cents for every inhabitant of the county, together with an amount not exceeding ten per cent for expenses, and apportions such gross sum among the several parishes, cities and towns. The chief superintendent of education is then notified of the amount so ordered to be assessed and levied as a county school rate upon the entire county, exclusive of the expense of assessing and collecting; and the county treasurer notifies him of the amount received by him on such

warrants, exclusive of the expenses of assessing and collecting; such amount shall be held as a county school fund, and shall be paid out upon the order of the chief superintendent of education and not otherwise.

Miscellaneous.

One county grammar school and one superior school may be established in each county.

Whenever any school district shall raise a sum of money for the purpose of establishing a library, or adding thereto, the board of education may grant to it a sum equal to one-half the amount so raised, not to exceed twenty dollars in any one year, to be expended in the purchase of books therefor.

No order for assessment or proceedings of any school meeting shall be impeached before any court; but any party complaining may appeal to the inspector within fourteen days after the act complained of, such appeal to be in writing and to set forth specifically the grounds thereof, and the inspector shall forthwith examine into and decide the same; and the decision of the inspector, subject to an appeal to the chief superintendent within fourteen days after such decision, shall be final, and shall not be removed by *certiorari*.

The school year consists of two terms, the first opening on January first and closing June thirtieth, and the second opening on July first and closing December thirty-first. The summer vacation of six weeks begins on July first.

The school regulations state that it shall be the duty of each and every teacher to maintain a deportment becoming his position as an educator of the young; and to strive diligently to have exemplified in the intercourse and conduct of the pupils throughout the school the principles of Christian morality. To this end it shall be his duty to give instruction to the school, as occasion may require, concerning such moral actions and habits as the following:

Love and hatred.	Order and punctuality.	Destructiveness.
Obedience, willing and forced.	Perseverance.	Tale-telling — when right and when wrong.
Truth and falsehood, dissimulation	Forgiveness of injury.	Forbearance and sympathy due to misfortune and deformity.
Selfishness and self-denial.	Patience.	Charity, especially towards those who differ from us in race, creed or color.
Gentleness and cruelty.	Justice.	
Courtesy.	Self-control.	
Cleanliness	Contentment.	
Loyalty and love of country.	Industry and idleness.	
Generosity and covetousness.	Respect for the aged.	
	Self-conceit.	

PROVINCE OF NOVA SCOTIA.

From an interesting *brochure* entitled “A Conspectus of the Public Free School System and Educational Institutions of the Province of Nova Scotia,” kindly furnished by the author, the Hon. A. H.

Mackay, superintendent of education of the province, the following statements and statistics are given:

The public free school system of Nova Scotia provides for the free education of every inhabitant of the province, from the age of 5 years and upwards, in a prescribed course of study extending from the kindergarten or primary grade of the common schools to the university or the end of the high school course. Out of a total population of 450,000 of all ages, 102,586 pupils were enrolled during the last year. The common school course consists of eight grades representing a year's work each for the average pupil who may complete the course in his fourteenth year. The high school course consists of four grades additional, enabling the more clever pupils, who have lost no time, to graduate in their eighteenth or nineteenth year. The highest grade is practically a post-graduate course and will generally require two years. At the end of each school year, during the first week in July, a public written examination, lasting two days, is held at each county academy (which is the high school in each county receiving a special provincial grant of money for the free education of all in the county who are qualified to enter). The examination questions are sent out from the education department, and cover specially the work of the highest grade of the common schools. The examinations are held simultaneously in each county throughout the province under strict and uniform conditions. The candidates' papers are examined by the principal of each academy and his staff, according to a prescribed plan. The successful candidates are entitled to provincial certificates signed by the principals of the academies, which certificates will admit them without the payment of any fee into their respective county academies.

During the same week all students of high school grade, whether studying in the academies or other high schools, are allowed to present themselves without fee for examination at one of the thirty provincial stations, on any one of the four high school grades. The examination papers are sent out from the education department, and the candidates' papers are examined by one and the same board of examiners.

Provincial certificates of the first, second, third and last year of the high school, known also as grades D, C, B and A, respectively, are awarded on the report of the examiners. These certificates indicate definite grades of scholarship and are accepted as such for the non-professional qualifications of the various classes of teachers, for matriculation into the universities and technical colleges. The high school system is virtually a provincial university of high school grade, and every academy and high school an affiliated college, the diplomas being

granted on the report of the provincial board of examiners. All teachers for the public schools must obtain a high school certificate of one of these grades before applying for a license to teach.

There are four classes of teachers whose qualifications are the high school certificates of grade A, B, C and D, respectively, with the corresponding normal school training.

1. Class A, whose provincial grant approximates \$220, \$180 or \$120 per annum, in addition to salary from their school trustees according to the class of school.

The next is class B, whose provincial grant as above approximates \$120 per year; class C, grant ninety dollars; class D, grant sixty dollars. Teachers who have not the prescribed normal school classification, but who have passed the provisional examinations in school law and management, trading, hygiene and temperance, can obtain a class of license one grade lower than the corresponding normal school classification would give. These grants were originally fixed at the figures above until their total rose to \$167,500 a year. This sum was then fixed as an annual total and the grants to the teachers were directed to be paid out of it. The school section is the smallest territorial division of the province, averaging four miles in diameter, with the school-house near the center. Each section has an elective board of three trustees as its executive body. The board of school commissioners is appointed by the provincial government. The school funds are not dependent on the sectional assessment alone. In the county assessment an amount equal to thirty cents per head of the population is levied to form a fund called the county school fund. At the end of the year, when the section returns are approved, on the order of the superintendent, twenty-five dollars are paid out of this fund to the board of trustees of each section for each teacher engaged, and the balance of the fund is divided between the sections in proportion to the total days' attendance made in each school. The trustees, then, obtain money from the sectional assessment and the county fund. The teacher, in addition to the salary paid from the funds of the trustees, receives a grant, already referred to, from the provincial treasury in proportion to the class of license held. Assessment last year on sections for support of schools, over \$313,000; for building and repairs, about \$97,000; total assessment on sections, \$410,000. Received from county fund, over \$120,000. Total raised by assessment, over \$530,000. Government expenditure, over \$216,000. Total annual expenditure, over \$746,000.

The attendance at school is stimulated by the provision making the major portion of the county fund payable in proportion to the attendance. There is also a local option law, by which a school section at its annual meeting may make attendance compulsory within certain limits. The city of Halifax, which has several minor modifications of the general law, has a specially elaborate and effective law for securing at least a common school education for every child within its jurisdiction.

The inspection of the schools is performed by a staff of ten inspectors, most of whom include two counties within their inspectorates, approximating 200 schools and teachers each. They inspect the schools, direct teachers and trustees when necessary, and send monthly reports, etc., to the superintendent of education. They receive and tabulate teachers' returns for the education office, and pay the provincial grants within their districts.

The council of public instruction is the head of the educational system, and consists of the executive of the provincial government, with the superintendent of education (appointed by the governor in council) as secretary. The council has very extensive powers, and its regulations, although under the statutes, are equally as voluminous and important. It has power to regulate the normal school, inspection, classification and licensing of teachers, meetings of commissioners, time of teaching, books and apparatus, registers, county academies, provincial examination of high schools, to determine cases of appeal, etc.

The superintendent of education, in addition to the executive duties implied in the secretaryship of the council of public instruction, has general supervision and direction of the inspectors, the normal school, county academies and of public education in general.

The provincial normal school is at Truro, and with it is affiliated the provincial school of agriculture.

Arbor Day is observed in this province, the selection of the date being left to the trustees.

Members of the legislature, ministers of religion and magistrates are visitors of schools.

PROVINCE OF PRINCE EDWARD'S ISLAND.

The Hon. D. J. McLeod is chief superintendent of education in the Province of Prince Edward's Island, and the subjoined facts regarding the schools there are from his report. There are about 442 school districts in the province, and the number of schools shows about one school to each district. New districts and new schools are being established every year, and there is a notable increase in the average

attendance; over 22,330 pupils were enrolled, the attendance being about sixty per cent. The total amount expended by the provincial government on schools, averages over \$110,000 a year. The salaries of teachers average as follows:

	Males.	Females.
First class	\$447 63	\$330 00
Second class	266 65	210 86
Third class	203 83	149 71

The highest grade and lowest salary paid under each grade of license:

	Highest.	Lowest.
First class, male	\$820 00	\$330 00
Second class, female.....	330 00	330 00
Second class, male	468 00	225 00
Second class, female.....	440 00	180 00
Third class, male	313 00	180 00
Third class, female	330 00	130 00

The training school for teachers is called the Prince of Wales College and Provincial Normal School, the average number of students being 125.

The Charlottetown Educational Institute was formed on the 23d of January, 1892. Its meetings are held fortnightly. Its object is to bring together the city teachers, and others interested in educational matters, to discuss the most modern methods of imparting knowledge, and to receive the benefit of one another's ideas, advice and experience. The first half hour of each meeting is very pleasantly and profitably spent in a free and easy discussion of the proper pronunciation of words commonly mispronounced; after which the subject for the evening—which is always chosen and announced by the committee of management at the previous meeting—is introduced and papers read thereon. Then follows a discussion in which both the papers and the subject are carefully dealt with, and in the course of which many valuable hints are thrown out and suggestions made, which, if put into actual use, are eminently calculated to be of great practical benefit to those who are engaged in the education of the young.

PROVINCE OF QUEBEC.

From the last annual report of the Hon. Gédéon Ouimet, superintendent of public instruction of the province of Quebec, the following facts and statistics have been gleaned: The council of public

instruction consists of two branches, Roman Catholic and Protestant, represented by the most prominent gentlemen in the province. There were 1,221 school districts, and 5,397 school-houses. The number of elementary schools is 4,963, model schools 493, academies 141 and normal schools three. In elementary schools there were 133,183 pupils and in the higher schools 73,304.

There were 3,226 religious instructors and 6,071 lay teachers in the schools during the last school year. The lay teachers received from the provincial government \$826,149 for salaries. The total amount contributed for the support of the schools during the year by the government and the districts was \$2,567,593.

Teachers' institutes have been established and are acknowledged to be valuable aids in the progress of the schools. The council of public instruction, in recommending these institutes, expressed the following opinion: "In order to establish as much of uniformity as possible in teaching, and to supply the pedagogic knowledge lacking to the majority of the teachers who have not followed the special course, it may be beneficial to recommend to school inspectors to call a teachers' institute in each municipality of their districts. Such institutes, lasting two days, ought to be conducted according to a regular programme and instructions furnished by the council of public instruction. The inspector is to be paid two dollars for each institute. Where there are several school municipalities in a parish, one institute may suffice for all the teachers in the parish. The school inspector shall devote the afternoon of the second day of the institute to examining the teachers and shall award certificates."

There are three normal schools, one of which is in Quebec and the other two in Montreal. The Quebec institution is named "École Normale Laval." There were 112 graduates from it last year. Two of the professors, MM. Toussaint and Lacasse, celebrated on May 19, 1893, the fiftieth anniversary of their professorships in the school. In the "École Normale McGill" at Montreal 111 teachers were graduated and 105 pupils entered the school. In the model school attached to the institution there were 460 pupils. In the "École Normale Jacques-Cartier," also at Montreal, there were sixty-one pupils and in the annexed schools 140 pupils. There are thirty-eight professors in the three normal schools. The normal schools have been in operation for some thirty-four years.

PROVINCE OF MANITOBA.

Through the courtesy of the Hon. Clifford Sifton, of the department of education of the Province of Manitoba, I am enabled

to present the following facts regarding the state of education in that province:

Manitoba has a system of free public schools. The same opportunity to attend is given to all pupils between the ages of 6 and 21 years. There is no distinction in race or creed.

Schools are organized in every portion of the province. No pupil is forced to live away from home in order to receive a common school education.

The department of education, assisted by an advisory board, exercises a general control over education. The department of education is composed of the advisers of the lieutenant-governor of the province. The advisory board consists of seven members, practical educationalists, competent to deal with educational problems.

Each school district is free to regulate matters pertaining to its own school, within the limits prescribed by the department of education and the advisory board. Thus each community may select its own school teacher, but the department of education protects the interests of the province by permitting none but qualified teachers to take charge of schools.

Each school is supported by a legislative grant of \$130 per annum, by a municipal grant of twenty dollars per month for each month the school is kept open, and by a direct tax on the rate-payers of the district. One-eighteenth of all the land in the province is set apart for school purposes, thus enabling the legislature to make the grant mentioned above. The tax levied by the municipality on all lands within its boundaries causes the burden to fall lightly on sparsely-settled districts. The direct tax is very small, sometimes not exceeding one or two dollars per annum for each rate-payer in the district.

The subjects taught in the primary schools are reading, literature, composition, grammar, writing, spelling, geography, elementary science, history, arithmetic, hygiene, scientific temperance. There is also instruction in morals, and each district is at liberty to devote part of the last hour of each school day to the reading of scripture and prayer.

The teachers of all schools must show themselves qualified for their work by passing an examination in all the subjects they are required to teach. They must also present certificates of good moral character. Over eighty per cent of the teachers have received professional training.

Intermediate schools are established in the growing towns. These receive additional aid from the legislature. They give instruction in

the same branches as the primary schools, but it is more extensive. The subjects of algebra and geometry are also taught. These schools supply many of the teachers of the province.

Normal schools for the professional training of teachers are established. Instruction is given in the science and art of education, including psychology, ethics, logic, methods of instruction and training, history of education, school organization and management. Students have daily practice in teaching. Eighty-five per cent of the pupils between 7 and 12 years of age attend school during a portion of the year. Eighty-five per cent of the children of the province under the age of 14 can read and write. In the schools are to be found children from almost all European nations.

The statistics in the last report received from Superintendent Sifton placed the school population of the province at 29,564, the number of pupils registered at 23,244, the average day's attendance at 12,976, and the number of school teachers at 902. There were 821 school districts organized, and 653 school-houses. The teachers' salaries averaged \$490.15 for the province, \$700.52 in the cities, and \$461 in the country. The legislative grant for the support of the schools for the year was \$98,538.40, the municipal tax being \$262,297, making in all from every source \$500,227.

PROVINCE OF BRITISH COLUMBIA.

The condition and progress of the public schools of the Province of British Columbia may be ascertained from the report of the Hon. S. D. Pope, minister of education, to whose courtesy I am indebted for the following: The total number of pupils enrolled during the year was 11,496, and the average actual daily attendance was 7,111.40. The percentage of average attendance for the entire province was 61.85; this last is the highest attained during the past fifteen years, and is an excellent record. The whole number of teachers and monitors employed was 267, an increase of thirty-nine over that of the previous year. There were 166 schools in operation, as follows: High schools, 4; graded schools, 16; ward schools, 7; rural schools, 139.

The expenditure for education proper was as follows :

Teachers' salaries	\$148,377 22
Incidental expenses of rural schools.....	5,205 76
Education office.....	7,044 82
Total	<u>\$160,627 80</u>

Of the amount voted in the estimates for education proper during the year, \$20,372.20 was unexpended. The cost of each pupil based on enrollment was \$14.91, and on average daily attendance was \$25.79. The expenditure by the land and works department for the construction of school-houses, furniture, repairs and improvements was \$47,192.58.

The total expenditure by the provincial government for all purposes of education during the year was \$173,378.53.

There were enrolled in the high schools during the past year 312 pupils, of whom 125 were boys and 187 were girls. A thorough English education being considered of most practical importance, it is gratifying to note that nearly all of the pupils took advantage of the opportunity afforded by their attendance at these schools to study advanced work in the subjects peculiar to common schools. A very large proportion studied the higher mathematics, while in languages, 247 took Latin, 73 Greek, and 176 French. The course of study pursued in the high schools is very similar to that prescribed for the same class of schools in Ontario and Nova Scotia, with the exception that more optional subjects are included in the syllabus. A few years past there was a slight agitation raised against the maintenance of these schools at the public expense, but the great benefits that they have conferred each year on the young men and women of the province have almost entirely removed this opposition, and made them popular institutions of learning. By the establishment of high schools, all the lower schools have been improved, as these higher institutions hold out something to be attained, and tend to create a laudable ambition in the minds of the pupils of the other schools. High schools may be established in Kamloops, Vernon and other places in the great interior, and it is not improbable that such a thriving and populous center as Chilliwhack may, in the near future, be able to maintain such an institution of learning in her midst.

The laws governing the public schools of British Columbia are very comprehensive and thorough. The members of the executive council constitute the council of public instruction.

The powers of the council of public instruction extend to the following:

To create school districts, in addition to those already existing, and to define the boundaries thereof, and from time to time to alter the boundaries of existing or hereafter created districts. Provided that no school district shall be created wherein there shall not be at least fifteen children of school age, between 6 and 16 years of age.

To set apart in every school district such a quantity of the waste lands of the crown as in their opinion may be necessary for school purposes in such district.

With the sanction of the lieutenant-governor in council to grant, on the application of the school trustees of any such school district, such sum or sums of money as may be required to pay the salary of the teacher in such school district; in rural districts to defray the cost of erecting a school-house, or providing a house or room within which the public school of such district may be held; the cost of all furniture and apparatus necessary for the use of any such school, and the current expenses connected therewith.

With the sanction of the lieutenant-governor in council, to grant such sum as shall be thought proper in aid of the establishment of a school in any part of the province not being a school district, and not having less than seven and not more than fourteen children between the age of 6 and 16 years resident therein, upon the application of a majority of the parents resident in such part of the province.

To appoint two or more examiners, at such remuneration as shall be thought proper, who, together with the superintendent of education, shall constitute a board of examiners, and shall examine teachers and grant certificates of qualification.

To appoint, at a reasonable remuneration, one or more inspectors to visit the public schools, and to require such inspectors to inquire into and report their observations to the superintendent of education in relation to the progress and attendance of the pupils, the discipline and management of the school, the system of education pursued, the mode of keeping the school registers, the condition of the buildings and premises, and such other matters as they may deem advisable in the furtherance of the interests of the schools:

To make and establish rules and regulations for the conduct of the public schools; to prescribe the duties of teachers and their classification.

To determine the subjects and percentages required for all classes and grades of certificates of teachers, as well as to make and prescribe rules for the governance of candidates for certificates of qualification as teachers.

To select, adopt and prescribe a uniform series of text-books to be used in the public schools of the province, as well as the courses or standards of instruction and study for schools.

To suspend or cancel for cause the certificate of qualification of any teacher, subject to the approval of the lieutenant-governor, as expressed by an order in council.

To determine all cases of appeal arising from decisions of trustees, and to make such orders thereon as may be required.

To establish a normal school with model departments, and to make regulations for its conduct and management.

The following are the compulsory attendance clauses of the law:

“Every child, from the age of seven to twelve, inclusive, shall attend some school, or be otherwise educated for six months in every year; and any parent or guardian who does not provide that every such child under his care shall attend some school or be otherwise educated, shall be subjected to the penalties hereinafter provided by this act.”

“It shall be the duty of the trustees of every public school, or of the superintendent of education, or any person authorized by them or him, after being notified that the parents or guardians of any child continue to neglect or violate the provisions of the last preceding section of this act, to make complaint of such neglect or violation to a magistrate or justice of the peace; and it shall be competent for the police magistrate of any city or town, and for any magistrate or justice of the peace in any town or school district where there is no police magistrate, to investigate and decide in a summary manner upon any such complaint made by the trustees, or any person authorized by them, against any parent or guardian for violation of the last preceding section of this act, and to impose a fine not exceeding five dollars for the first willful offense, and double that penalty for each subsequent offense, which fine and penalty shall be enforced as provided in the seventy-first section of this act.”

“It shall be the duty of the police magistrate, or any magistrate or justice of the peace where there is no police magistrate, to ascertain, as far as may be, the circumstances of any party complained of for not sending his child or children to some school, or otherwise educating him or them; and he shall accept any of the following as a reasonable excuse:

“That the child is under instruction in some other satisfactory manner:

“That the child has been prevented from attending school by sickness, or any unavoidable cause:

“That there is no public school open, which the child can attend, within a distance not exceeding three miles measured according to the nearest passable road from the residence of such child:

“That such child has reached a standard of education of the same, or of a greater degree, than that to be attained in such public school.”

THE SCHOOLS OF ENGLAND.

SYSTEM, STATISTICS, LAWS AND PROGRESS OF ELEMENTARY
EDUCATION.

The report of the committee of the privy council on education in England and Wales, transmitted to Parliament on July 24, 1893, contains very interesting facts and statistics. The elementary act of 1891, under which the fee grant became payable to public elementary schools, was in operation a full year before the right of parents to demand free education for their children became exercisable. Under section 5 of the act it became the duty of the education department, after September 1, 1892, to take steps for the proper provision of public school accommodation without payment of fees, on receiving a representation that the amount of such accommodation for children over 3 and under 15 years of age in any district or part of a district is insufficient. The term "elementary school" means a school or department of a school at which elementary education is the principal part of the education there given, and does not include any school or department at which the ordinary payments in respect of the instruction from each scholar exceed ninepence a week. The rules governing these schools are scrupulously free from any interference with the religious belief of pupils, stating: "The time or times during which any religious observance is practiced, or instruction in religious subjects is given at any meeting of the school, shall be either at the beginning or at the end of such meeting, and shall be inserted in a time-table, to be approved by the education department, and to be kept permanently and conspicuously affixed in every school-room; and any scholar may be withdrawn by his parent from such observance or instruction without forfeiting any of the other benefits of the school."

The introduction of free education into the system of public elementary schools was effected without much friction and with no serious dislocation of existing organizations. The statistical returns show an encouraging improvement in school attendance. Not only has the number of children on the registers been largely increased by the abolition of school fees, but the percentage of attendance of older scholars on the numbers on the registers has materially risen.

Very few schools have refused to accept the fee grant. The inspection returns show that out of 19,515 schools inspected 18,673 had accepted the fee grant. On June 1, 1893, the number of schools receiving fee grant had risen to 19,534.

Of the 19,515 schools inspected, 15,170 were free schools, having 3,429,577 free scholars on the registers. The total number of free scholars on the registers of all schools was 3,880,722, and the total number of fee-paying scholars was 1,126,257. The number of free schools and free scholars has considerably increased since the period covered by the returns.

One remarkable and encouraging fact in connection with the introduction of free education has been the increase in the number of school savings banks. These have risen in the year from 2,629 to 6,383.

The department of education is connected with the work of secondary and higher education, not only through the statutory duties with regard to schemes under the endowed schools acts, but also in other ways. The line between elementary and secondary education is not at present very clearly drawn, and some of the higher grade or advanced schools receiving grants from the department provide education, which in part, at any rate, is of a secondary character.

Public and Private Schools.

The school boards, with city systems of schools very much like those in America, provide for about thirty-eight per cent of the entire enrollment of pupils. Altogether the private and parochial schools have over sixty per cent of the elementary, fifty per cent more than they have in the United States. On August 31, 1892, there were referred for inspection under the code 19,515 day schools in England and Wales, containing 29,672 departments and furnishing accommodation for 5,692,975 scholars. There were on the registers of these schools the names of 5,006,979 children, of whom 1,611,736 were under 7 years of age; 3,203,129 between 7 and 13; 152,930 between 13 and 14, and 39,184 above 14.

Government Grants.

The annual government grants to elementary day schools rose in the year to \$17,806,500. The evening schools examined during the year were 1,604, with an average attendance of 65,561 pupils over 12 years of age. The voluntary contributions for the support of the elementary schools were \$3,983,885 and the contributions from rates to the maintenance of board schools were \$8,521,855.

Training Colleges.

The forty-four residential training colleges were attended by 3,363 students. The fourteen day training colleges afforded training during the year to 564 students.

A training college is an institution either for boarding, lodging and instructing, or for merely instructing students who are preparing to become certificated teachers in elementary schools. The former are called residential, the latter day training colleges. A residential college may receive day students. Training colleges are required to include, either on their premises or within a convenient distance, a practicing school in which the students may learn the practical exercise of their profession. A day training college must be attached to some university or college of university rank. The authorities of a day training college must be a local committee, who will be held responsible for the discipline and moral supervision of the students, and for their regular attendance at professorial or other lectures. No grant is made to a training college unless the department is satisfied with the premises, management, staff, curriculum and general arrangements, and recognizes it as a training college.

The recognized students in a training college are called queen's scholars. The authorities of a training college may propose to the department for admission as queen's scholar: (*a.*) Any candidate who has obtained a place in the first or second class at the last preceding queen's scholarship examination; (*b.*) without examination any certificated teacher who has not previously been trained during two years, and who wishes to enter the college for a year's training, in the course prescribed for students of the second year, or any graduate or person qualified by examination to become a graduate in arts or science of any university in the United Kingdom.

Any such graduate, or person qualified by examination to become a graduate, will be required to spend not less than 150 hours during the year in the practicing schools under proper superintendence.

The number of day students to be admitted to each training college will be fixed by the department upon receipt of an application from the authorities of such college dated not later than the first of June in each year and stating the number of students that they desire to admit.

Before candidates are admitted the medical officer of the college must certify that the state of their health is satisfactory, and that they are free from serious bodily defect or deformity; and they must sign a declaration that they intend *bona fide* to adopt and follow the profession of teacher in a public elementary school or training college, or in the army or navy, or (within Great Britain) in poor law schools, certified industrial or day industrial schools, or certified reformatories.

Salaries of Teachers.

The following table of the salaries now enjoyed by the masters and mistresses of public elementary schools, when compared with those published, from time to time, in former reports of the department, will show the marked improvement which has taken place of late years in the position and prospects of certificated teachers:

CERTIFICATED MASTERS.

	NUMBER AND PERCENTAGE IN RECEIPT OF SALARIES OF								Total.
	Under \$250.	Over \$250 and less than \$375.	\$375 and less than \$500.	\$500 and less than \$750.	\$750 and less than \$1,000.	\$1,000 and less than \$1,250.	\$1,250 and less than \$1,500.	\$1,500 and over.	
Principal	47	985	2,638	4,966	1,950	134	435	364	12,219
Additional.....	128	1,985	1,929	1,796	540	12	1	1	6,392

CERTIFICATED MISTRESSES.

	NUMBER AND PERCENTAGE IN RECEIPT OF SALARIES OF								Total.
	Under \$200.	\$200 and less than \$225.	\$225 and less than \$250.	\$250 and less than \$375.	\$375 and less than \$500.	\$500 and less than \$750.	\$750 and less than \$1,000.	\$1,000 and over.	
Principal	275	424	554	7,472	3,964	2,564	648	504	16,405
Additional.....	663	921	914	4,616	2,083	2,135	9	.....	11,341

The average salary of a certificated master, which in 1870 was \$470.50, is now \$603; that of a schoolmistress was \$287.50 in 1870, and is now \$387.25. In addition to their other emoluments, 5,989 out of 18,611 masters and 4,932 out of 27,746 mistresses are provided with residences free of rent. These averages are calculated upon the whole of the certificated teachers, whether principal or additional. As to the principal teachers in the metropolitan district in the past year, the average salary of 361 masters in voluntary schools was \$768, and that of 392 masters in board schools \$1,427.50; while 780 schoolmistresses in board schools enjoyed an average income of \$1,007.50, as compared with \$453, that of 789 teachers in voluntary schools. The salaries of fourteen masters in voluntary schools, and of 173 in board schools,

amounted to \$1,500 a year and upwards, while three schoolmistresses in voluntary and 430 in board schools had salaries of \$2,000 and upwards.

It may be worth while to note here the great and increasing proportion of female teachers now employed in elementary schools.

In 1869, for every 100 teachers of each class, forty eight certificated teachers, sixty assistant teachers and fifty-seven pupil-teachers were females. These proportions increased in 1880 to fifty-eight certificated teachers, sixty-six assistant teachers and sixty-eight pupil-teachers, and in 1892 to sixty certificated teachers, seventy-nine assistant teachers and seventy-eight pupil-teachers.

The number of female pupil-teachers in 1869 was 7,273; they now number 21,133, an increase of 191 per cent. The male pupil-teachers, who numbered 5,569 in 1869, now number but 5,828.

In the training colleges there were 3,409 students for the year 1893. The extent to which these colleges have contributed to the present supply of efficient teachers in England and Wales is shown by the fact that of 19,591 masters employed in schools reported over sixty-five per cent had been trained for two years; over four per cent for less than two years, and nearly thirty-one per cent were untrained. Of school mistresses, 29,181 in number, forty-five per cent were trained for two years, about three per cent for less than two years and about fifty-two per cent were untrained.

Board Schools and Population.

In the year ending 31st of August, 1892, the number of board schools inspected was 4,831, the accommodation in these schools 2,041,464, and the average attendance 1,560,391.

The population of England and Wales at the last census was :

1. In the Metropolitan district.....	4,233,118
2. In municipal boroughs.....	10,946,186
3. In civil parishes.....	13,824,221
Total	29,002,525

Up to April, 1893, boards were established in 167 boroughs with a population of 8,904,091. In thirty-eight of these the election was compulsory, to supply a deficiency which could not be met without the aid of rates. In the remaining 129 cases the election was ordered on the voluntary application of the municipal authorities. Of the 2,163

school boards in towns (unincorporated) and rural districts, 1,057 were elected under compulsory orders from the department and 160 to meet deficiencies caused by the closing of schools by the managers, while the remaining 946 were called into existence by the voluntary application of the ratepayers. During the year ending March, 1893, the council issued thirty orders creating new school boards in parishes. Of these boards nineteen were formed compulsorily.

The school boards in England expended during the year \$33,574,365, and those in Wales expended \$2,097,575 for administration, maintenance of schools, capital charges for works of a permanent character, repayment of loans contracted for capital charges, interest on loans and miscellaneous items.

The cost of maintenance per child in average attendance was as follows: Board schools, about twelve dollars; voluntary schools, about seven dollars.

Growth and Progress of the English System.

The growth and progress of the English system of education in the elementary and secondary schools may be traced in the interesting little work of Dr. Isaac Sharpless, president of Haverford College, Pennsylvania, published by Appleton & Co., New York. The religious factor has been of all others most potent in the development of the school system. "The English, it would seem, will have nothing to do with an education exclusively secular, and the difficulties involved in giving religious instruction without offending denominational feelings, more sensitive perhaps in England than elsewhere, have apparently been insurmountable. These difficulties for many years prevented anything effective being done, so that in 1870 England had, of all civilized countries, the least effective organization." The act of 1870 was a sort of compromise between the Established Church, which sought to control the masses of English children, and the Dissenters, who united to prevent this. The act gave to the country a most efficient educational organization.

The molders of elementary education in England were Joseph Lancaster (1798), and Dr. Andrew, manager of the National Society, in 1811. The former represented the Dissenters and the latter the Established Church. The rivalry between them was healthy and not calculated to injure each other. The one familiarized England with undenominational education and led to the present board school system. The other strengthened the Anglican Church.

First Government Grant.

The first grant for popular education was made by parliament in 1832, when \$100,000 were appropriated for the purpose. In 1839 the grant was increased to \$150,000 and placed in the hands of "the Committee of Council on Education," which body, much enlarged in scope, still exists. Grants were given only to schools where the bible was read and schools which had a "conscience clause," allowing parents to withdraw their children during any religious instruction unsatisfactory to them, and to schools which allowed their work to be inspected by an authorized agent of the committee who reported favorably on them. The "pupil-teacher" system was imported from Holland in 1845, by which children of 13 and 14 were apprenticed till 18 to a school in which they were to assist and from which they were to receive regular instruction and a small stipend. At 18 they were to go to a training class for two years.

In 1856 was created the office of vice-president of the committee of council on education, whereby an officer was appointed, responsible to the house of commons, who was especially charged with the expenditure of the grant and the enactment of the conditions on which it was to be given. From 1858 to 1862 government grants for education went up to over \$3,000,000 yearly, but in many cases they worked positive harm, owing to the lack of a good practical system of disbursing the money. The act of 1870 divided England for educational purposes into districts and charged the government with seeing that in each of these districts there were ample provisions for the education of all children. The government grants in recent years supplied about three-sevenths of the income of the schools, and until the act of 1891 the children themselves furnished a considerable part of the remainder.

Free Schools.

The act of 1891 provided that any school which should extinguish or properly reduce its fees should be entitled to a grant of ten shillings a year for each pupil in average attendance. Schools were not required to accept this grant. If their fees for the preceding year amounted to this sum or less, and they decided to take the ten shillings, they were prohibited from making any charge to parents. If their fees amounted to more than this sum, the acceptance of the grant made it obligatory to reduce fees by an equal amount. The London School Board led off by making all its schools free, and its example has been followed by many others, so that practically England has at the present time, to a very large extent, free education.

Some managers and parents prefer that the charge should remain, in order that the school should be kept more select. If they are willing to pay for this idea, the law imposes no restriction — so that free education in England is now a matter of local option. In Manchester the board reduced the fees by the amount of the grant, leaving some of them still pay schools.

After receiving the government grants and the school pence, a deficiency still remained in the revenue of the schools. For the board schools this was to be supplied by local taxation. The amount needed was estimated, and the board levied a tax to obtain it. A large government grant meant low taxes; hence there was a premium in many cases on good schools.

The voluntary schools could not, however, touch the local treasuries. Their deficiencies must be made up by private subscriptions. This is the price the religious bodies pay for the privilege of denominational schools.

Compulsory Education Law.

Dr. Sharpless dwells at length on the compulsory education system in England, which I quote entire. All English children are compelled to attend school after the age of 5 years until they have passed the standard fixed by the local by-laws. This varies in different parts, but is usually the fifth or sixth standard, when the child is on the average 12 or 13 years old. If, however, the child is a bright one and can pass this standard at the age of 11, he may be withdrawn from the school and placed at remunerative work on half time for two years. At 13 all compulsion ceases, unless by that time the child has not passed the fourth standard, in which case he must attend a year longer. This regulation is strictly enforced. A parent whose child does not attend regularly, and who has no good reason for absence, is liable to a fine not exceeding five shillings. If the parents are drunken and neglect their children habitually, or if the children have fallen into criminal habits, they may be committed to an industrial school, where they are kept for a greater or less time, educated, fed and in some cases housed at night. These schools are not popular. The parents are expected to pay two shillings a week, but this, from such parents, is very difficult to collect, and parent and child are often willing to promise regular attendance at an ordinary school as a condition of release. Often the poor look on industrial schools as prisons, which indeed they are.

Truants' schools are of a slightly different order, being intended for children who have thrown away parental control. These children are

kept for brief periods under stringent discipline. They may be committed to these schools until they are 14 or even 16 years of age, but are often allowed to go back to their day school after a few weeks' stay, on the condition of regular attendance and good behavior, which privilege they forfeit if the conditions are violated.

It is pretty difficult to evade these laws. The first attempt is to keep the children off the school lists, and the nomadic character of the lower classes of London renders this sometimes difficult to detect. Children are hidden away upon the approach of officers and their existence resolutely denied. Once on the lists, the only escape is feigned illness. Many and ingenious are the artifices employed. A child found wading in a pond gave bronchitis as a reason for non-attendance at school, while head and other aches, violent under observation, but suddenly disappearing, are not infrequent. The laws are said to be very unpopular with a limited class, who can not understand why they should be forced to educate their children against their will, and in addition (until 1891) to pay the school pence. The existence of this class is the excuse for the compulsory law, which will probably, as has been the case in Prussia, in time extinguish it.

More respectable are the objections of those who, while admitting the necessity of compulsion, complain of the sweeping character of the laws, and the strictness of their enforcement in many places. From the age of 5, every child must attend twice a day, five days in the week, through the whole school year. Irregular attendance as well as truancy renders a parent liable to fine, and school boards are invested with great powers, which they must exercise to detect evasions of the law.

NEW SOUTH WALES, AUSTRALIA.

The public school system in this antipodean British colony might be said to have been organized in 1866 by the passage of the public school act, although for eighteen years previously there were two governmental boards, to one of which was intrusted the administration of denominational education and to the other the undenominational. The act of 1866 placed all schools receiving aid from the state under the control of a board appointed by the government, although still preserving the two distinct classes of schools. In 1880 state aid to sectarian schools was abolished and the entire educational system of the colony was remodeled. The control of educational matters was placed in the hands of the Minister of Public Instruction, and it was prescribed that the teaching should be strictly non-sectarian. It was made compulsory upon parents to send their children, between the

ages of 6 and 14 years, to school for at least seventy days in each half year, unless just cause of exemption be shown. But although education is compulsory it is not altogether free, for parents are required to pay a weekly fee of threepence per child, but not exceeding a shilling in all for the children of one family. In cases where the parents are unable to pay the minister or the local board may remit the fees. Children attending school are allowed to travel free by rail. The advancement of the colony in education has been very rapid. In 1880 twenty-six per cent of the population were unable to read; in 1890 that percentage was reduced to about twenty-one. In 1836 the population of the colony was 77,096; the number of schools, eighty-five, and the number of children enrolled, 3,391. In 1891 the population was 1,165,300; number of schools, 3,275; children enrolled, 252,947. In the latter year there were 45,018 children attending private schools, and about eighty-two and one-half per cent of children of school age attending public and private schools.

Owing to the sparseness of population in nearly all the country districts of the colony, the compulsory clause of the instruction act can not be strictly enforced. Nevertheless, the number of children growing up in absolute ignorance is by no means great.

When the present public instruction act came into operation on April 30, 1880, the council of education ceased to exist, and handed over to the new administration the schools, until then under its control. At that time there were 1,220 government or subsidized schools, with an attendance of 101,534. Since the withdrawal of aid from denominational schools the increase in the average quarterly enrollment at state schools has been over thirty-two per cent.

The following table gives the number of state schools in each of the Australian colonies, together with the number of scholars in average attendance:

COLONY.	Schools.	Teachers.	Pupils.	Average attendance per school.
New South Wales.....	2,457	4,427	122,528	50.
Victoria.....	2,237	4,750	140,318	63.
Queensland.....	639	1,504	45,004	70
South Australia.....	552	1,106	29,801	54
Western Australia.....	87	133	2,630	30
Tasmania.....	244	474	9,680	40.
New Zealand.....	1,255	3,065	97,058	77
Total.....	7,471	15,459	447,019	60

The curriculum of the public schools of New South Wales provides merely for imparting to children a sound course in primary instruction and the elements of those sciences which form the basis of higher

courses of education, scientific or technical. The kindergarten system has been introduced fully into five of the schools and partially into thirteen others, and about 3,000 children are receiving this instruction.

The supply of teachers is obtained from three sources, the two training colleges, ex-pupil teachers who do not enter a training college, and young persons, not less than 18 years old, who have mostly been educated in the public schools of the colony, and who undergo a short course of training under qualified teachers. The teachers obtain promotion only after passing a series of examinations, which are so framed as to efficiently test their progress in general capacity. There are ten classes of male teachers in charge of schools or departments, their salaries ranging from \$640 to \$2,500 per annum, including residence. Unclassified teachers in charge of provisional schools receive from \$360 to \$480. Assistant teachers are paid at rates varying from \$750 to \$1,250, and pupil-teachers from \$210 to \$360 per annum. Female teachers in charge of schools or departments are paid from \$1,090 to \$1,630 per annum, including value of residence. Assistant teachers' salaries vary from \$570 to \$840, and pupil-teachers receive from \$120 to \$240. Work mistresses' salaries range from \$450 to \$600 per annum.

The local supervision of the public schools of the colony is placed in the hands of school boards appointed in the various districts, who exercise a general supervision over the schools, but can not interfere with their internal management or discipline. The average annual cost for teaching, per child, not including the cost of buildings, in the various Australian colonies, from the latest computations, was as follows: New South Wales, £4, 14s, 4½d; Victoria, £5, 3s, 1¾d; Queensland, £3, 18s, 2d; South Australia, £3, 2s, 8¾d; Western Australia, £4, 0s, 10¼d; Tasmania, £3, 14s, 11¾d; New Zealand, £3, 15s, 1¾d.

The amount expended by the State in 1891 for primary education was \$3,847,825, of which \$379,565 represented school fees.

In 1887 savings banks were opened for the first time in connection with the public schools of the colony. At the close of 1891 there were 602 banks in operation, and the deposits for the year amounted to \$62,270. The object aimed at in establishing these banks is to inculcate practically the principles of economy.

The colony has made provision for higher education by the establishment of high schools in the metropolis and the principal centers of population. The curriculum of these schools is of such a character as to enable students to complete the course of instruction, the basis of which they acquired in the public schools, and, if they so wish, to prepare themselves for the university examinations. Admission to these

schools is by examination only. There were at the close of the year for which these statistics were compiled two high schools for boys and three for girls, with a total attendance of 878. A system of scholarships and bursaries for pupils at state schools has been brought into operation. Twenty of each, ten for each sex, are available for education at state, high or grammar schools. Superior public schools in which the subjects taught embrace, in addition to the ordinary course prescribed for public schools, such other subjects as will enable the students to compete at the senior and junior public examinations, are also established. A prominent feature of education in this colony is the technical college at Ultimo, which was established about fourteen years ago. The course of instruction comprises classes in agriculture, art, architecture, chemistry, commercial economy, geology and mineralogy, mathematics, mechanical engineering, pharmacy, physics, domestic economy and sanitary engineering. In 1891 there were 295 classes, 144 teachers and 8,466 pupils. The annual cost of the college was \$188,005. In addition to this the sum of \$18,605 was contributed by the students in the shape of fees. The above statistics have been collected by Mr. T. A. Coghlan of Sydney, government statistician.

VICTORIA, SOUTH AUSTRALIA.

From the British province of Victoria, South Australia, the latest report received from the minister of public instruction, the Hon. Alexander J. Peacock, is that dated October 31, 1893. In the province there were 2,131 public schools, the attendance being 249,786. The private schools numbered 768, with 44,721 pupils. The number of children of school age in the province who did not attend any school was less than 3,744. The cost of the schools for elementary education to the government of the province for the year was \$3,720,177. The public school teachers numbered 4,977. The compulsory education law in Victoria is very rigid, and is relentlessly enforced. A liberal allowance is made by the government for free equipment of the schools in books, maps, diagrams, etc. Singing and military drill form important elements in the prescribed studies. Kindergarten schools are now numerous in the metropolitan districts. The scheme of conveyance of children to school in the rural districts, at the expense of the government, which pays sixpence daily for each child residing more than three miles from school and threepence for those residing between two and three miles from school, is a noteworthy feature of the system. This remote colony of the British empire makes an excellent showing in the educational line. The public schools have increased in

twenty years from 1,049 to 2,100, the increase in day schools during the twenty years the present education act has been in existence being 103.3 per cent. The average attendance has increased 106.6 per cent, and the total enrollment 82.6 per cent.

The following table furnishes a comparison between the year 1872 (the last year of the common schools act) and the year 1892 :

YEAR.	Number of schools in operation.	Total number enrolled (gross enrollment).	Number of distinct children enrolled (net enrollment)	Average attendance.	PERCENTAGE OF AVERAGE ATTENDANCE TO	
					Gross enrollment	Net enrollment.
1872.....	1,048	135,962	118,228	68,436	50.33	57.63
1892.....	2,131	248,239	213,810	141,382	56.95	66.12
Increase	1,083	112,277	95,582	72,946	6.62	8.49

The cost per child in average attendance, calculated on the amounts expended upon teachers' salaries, results, bonuses, drill, gymnastics, singing and dancing, exhibitions and scholarships, books and requisites, and cleaning and fuel was for the year about \$26.80.

For some years efforts have been made with fair success to afford a measure of training in the kindergarten system to many of the young teachers in the service of the education department. Two relieving teachers have devoted special attention to this work, and give much of their time for this purpose, while a third teacher, specially employed for the task, confines her attention to kindergarten instruction alone. These teachers visit schools, teaching Fröbel's system there, and training teachers in his method, besides occasionally holding classes for those teachers who desire to acquire experience in the kindergarten art.

These classes have been well attended, and some hundreds of teachers have derived benefit from them, several scores of teachers being taught each year.

It need hardly be repeated that the object of such instruction is to stimulate the inventive and constructive powers of very young children, and to give a keen interest to their studies. The departmental program of instruction includes this subject where practicable; and it has now been widely tried there, and found to have the happiest results in brightening the intellect of little children, in making their fingers dexterous, and in quickening their interest in school life, thereby tending not merely to shorten the school course, but also to make of it a happier and more profitable time.

Until 1891 the technical schools of Victoria received each as state aid a lump sum supposed to bear some fair proportion to the nature of the institution and the number of its pupils; but it was obvious that a more exact system was needed — a system which should make state aid depend more closely on the character and quality of the work done. The new system has accordingly been established, under which state grants are restricted to certain specified subjects, which have a distinct relation to the industrial arts and to the success with which they are taught. The new system has not been long enough tried to enable one to speak of its working; but, as under it very liberal sums may be earned for excellence in science, in art, and in handicrafts, there is reason to prophesy a future success. Though the sudden excision from state aid of many subjects that did not closely bear upon industrial development necessarily diminished the incomes of most technical schools, while the prevailing depression has caused further financial difficulty, yet little doubt exists that these schools will soon adapt themselves to their altered circumstances, and will then be entirely successful. Great care is required in their treatment by the government, so as to foster the special subjects which should be a matter of national concern, while taking care not to check private enterprise. These schools have their trade branches, where a lad may intelligently and quietly learn the principles of his trade without long years of apprenticeship. The numerous students in plumbing, carpentry and such subjects prove how these courses are appreciated. There are now in all twenty-four state-aided technical schools, including as such schools of mines, technical colleges and art schools. Of art schools only there are eight, one-third of the whole number. These schools were attended in 1891 by a total number of students returned at 7,436; but this includes students who attended classes in subjects which are not now recognized by the state. The total grant in 1892 made to technical schools was \$129,017, of which amount \$34,550 was for building and furniture.

BELGIUM.

BRIEF EXTRACTS FROM THE LAST TRIENNIAL REPORT OF THE MINISTER OF THE INTERIOR AND PUBLIC INSTRUCTION.

Triennial reports are made to the legislature in Belgium by the Minister of the Interior and Public Instruction. The report for the past three years is not yet prepared, and the latest statistics and general information on the subject of education in that country covers a period not later than 1890. M. de Borlet, the present minister, has

courteously transmitted the last report of his department, from which the following extracts are made:

The jurisdiction of the administration over primary instruction may be summarized as follows: Institutions for normal primary instruction, primary schools, kindergarten schools, schools for pupils of more advanced years, inspection of normal and primary schools, examining boards for conferring diplomas relating to normal primary studies, uniform primary instruction, money appropriations, reports on the condition of primary instruction, teachers' conventions, communal libraries and civic decorations relating to the service.

On January 1, 1891, there were thirteen institutions for the education of teachers for normal primary instruction, seven for male teachers and six for females. The excellence and thoroughness of the course in these schools may be estimated from the fact that only two candidates failed to pass the examinations at the close of their studies during the triennial period comprised in the report. Eleven training schools were attached to the normal schools in question.

The remarks on the normal schools contain some very interesting points. The inspector says: "Everywhere one is convinced of the fact that the worth of a teacher depends more upon moral qualities than upon the gifts of the mind. That is the reason that one feels that the heart is a no less necessary study than the mind in the work of development. Discipline should be based upon the conscience, with reason and affection as powerful auxiliaries, so that voluntary obedience, free assent, may be obtained. Efforts directed according to this principle are generally crowned with success, as not only are the asperities of character effaced or diminished, but urbanity of manner is acquired."

In most of the normal schools the pupils publish a class journal in which they set down the different subjects of their studies and the duties undertaken by them. This newspaper is divided into as many parts as there are studies, and is recognized as a most valuable guide and aid to education, being a sort of comprehensive picture of each course.

At the time when the triennial report was submitted there were 3,997 primary schools in Belgium, comprising 8,307 classes and 485,548 pupils. There were 1,114 kindergarten schools, with 1,952 women teachers and 113,172 pupils. Under the regulations of the government no pupils are admitted to the kindergarten schools until they are 3 years old. The fundamental principles of primary education in

Belgium, as set down in the report of the minister, are the following: "Establish and maintain a fruitful union between education and instruction, in making school discipline and exercises turn to improve the pupil's moral faculties; to present the ideas of knowledge in such a manner that instead of acquiring them by a species of mental torture the pupil may do so by action, voluntary co-operation; to imprint upon studies the stamp of real practical utility, without failing for a moment to make them serve to cultivate the intellectual and moral faculties, and without neglecting to combine them wisely with physical and hygienic exercises; in a word, to foster in the mind of the child the life of intellect and heart, by harmonizing it with the realities of existence."

Manual training receives especial consideration in the normal schools and occupies no small part in the primary course. It is made as practical and adaptable as possible.

The entire amount expended in Belgium for primary instruction in 1890 was \$5,779,735. During the three years covered by the report the government expended \$1,235,451 on the school buildings of the primary classes. The expenses of administration were \$357,040. The average salary paid to the teachers of communal primary schools was a little over \$300 per year. The government paid \$163,758 during the triennial period in question to graduate teachers unable to defray the expenses of attending the courses of the normal schools.

The kindergarten schools cost the state for the three years \$1,250,227.

The expenses of the maintenance of primary schools during the three years was \$16,787,672. Besides this liberal sum the communes, provinces and general government paid to the reserve fund for teachers' salaries in communal primary schools \$592,327. The average salary of an inspector of primary schools was \$1,223.

According to the report the lot of teachers of kindergarten schools is not a happy one. The communes exhibit towards them excessive parsimony, not unlike the attitude of some country trustees towards teachers in our State. The compensation paid them is very small.

A special feature of the report is the attention paid to the study of agriculture in the rural schools. The object, character and method of primary agricultural instruction are described as follows: To inspire pupils with a love of field life; to give useful hints directly applicable to the improvement of land and the management of cattle in their immediate neighborhood; to prepare them to study with profit the conventions and agricultural courses established by the government for the benefit of grown-up pupils; thus to constitute in a measure and

form intelligent workers able and willing to substitute the experience and use of reasoning culture for mere routine.

Such is the aim of instruction in national agriculture in the primary schools of Belgium. In order to accomplish this work of progress it is not enough that the teachers should choose, in the vast domain of agriculture, a certain number of subjects of debate, dictation and explanatory lectures. A regular course of instruction, exercises, progressive work, at least twice a week is indispensable. The application of the following rules is insisted upon: The lessons must be based on positive principles of natural science; they must be intuitive in their application; they must rest to a great extent on experience and practical work; they should be given in three degrees of classes according to a fixed program and in well defined and harmonious courses; the most important points of study should be occasionally reviewed in the school exercises as well as by visits to farms and walks in the country. These rules come from the recognition of the principle that agriculture is a science of facts.

The instructions of the government in regard to the construction and furnishing of rural schools require that they should have each a garden of at least ten rods square, as near as possible to the school-house. This garden must present an ensemble of cultivation answering all conditions of good elementary instruction. It is necessary first to establish with the aid of the pupils a small collection of grafts of various kinds, which may be developed into a fine orchard of every available variety of fruit trees. The communes should furnish all the materials necessary for such an orchard. A vegetable garden is next recommended, with a small space reserved for cereals. The pupils should also be taught how to cultivate plants in flower pots. Poisonous plants should also receive careful study, so that the pupils should be made familiar with their properties and know how to guard against them in the future.

The greater number of lessons on agriculture should be given in the school garden. In visiting a farm the teacher is expected to give instruction there on the various soils, drainage, digging, labor, manuring, the development of agricultural plants, and the signs of hay time and harvest time. Collections, all prepared, of the products of the three kingdoms, animal, vegetable and mineral, form a museum in each school and are of great service in instructing the children. The children help largely in accumulating materials for such museum.

The first steps in agricultural instruction are on trees, plants and work in the garden, and on animals used for work by farmers, and on fowl which are found on every farm. In these primary studies habits

of close observation are particularly inculcated. In the secondary studies the field of study becomes broader. The organism of plants is taught in detail, and the children are given practical lessons in grafting, planting and unplanting. They are also made acquainted with the nature of the different insects destructive to plants. The next step in instruction is on ideas relating to soil, the different kinds of trees, seeds, choice of grain, top dressing and general arboriculture and horticulture. Female pupils are particularly instructed in all that relates to the vegetable garden.

The kindergarten system in Belgium is very complete and practical. The ages of the pupils in the schools range from 3 to 6 years. Physical and gymnastic exercises, appropriate to children of such tender age form the most important part of the kindergarten program. The mental exercises consist of familiar talks on familiar subjects of various kinds. The folding and cutting of paper in various geometrical shapes is recommended as an excellent occupation for those children. The simplest elements of spelling, reading and writing are taught when the pupil is in the kindergarten for some time.

HOLLAND.

The most recent report on public education in Holland received at this department is that of 1893, covering the proceedings of the two preceding years. There were 2,976 public schools teaching the elementary branches and 1,316 private schools, self-supporting or subsidized by the government and devoted to the same purpose. The number of children in the eleven provinces between 6 and 12 years of age was 609,065, of whom 546,739 attended primary schools. There were 3,752 male principals and 8,155 male under teachers, and 507 female principals and 3,987 female under teachers in the primary schools.

The expenses of the government and provinces for the maintenance of primary schools for the year were as follows: Teachers, \$1,760,423; rent of school localities, \$29,429; new school lands, \$364,687; maintenance, \$101,065; school supplies, \$145,282; fuel and lighting, \$99,007; local supervision, \$3,538; competitive examinations for principals of the public schools, \$1,633; subsidies to private schools, \$9,283; instruction of teachers, \$32,714; payments to other communes, \$11,259; inspection, \$7,753. The total cost, including other expenses not here enumerated, for the primary schools, was \$2,591,087. The total income from school moneys, subsidies, etc., was \$1,041,128. The difference between the cost and receipts was made up by the local committees. There were 130 public kindergartens and 863 private kindergartens, with 2,664 teachers and 102,608 children. The report is by His Excellency de Herr Tak Van Poortvliet, minister of the interior.

ITALY.

The latest reports on the condition of education in Italy give very interesting information and statistics. In the various elementary schools, public, private, evening and Sunday, and in the kindergartens there were nearly three million pupils, a striking proof of the care of the Italian government for education. There were 2,296 kindergartens with 278,204 pupils, 48,198 public elementary day schools, with an attendance of 2,188,930, 8,196 private elementary day schools with 184,833 pupils, 5,265 evening elementary schools with 196,846 pupils, 3,574 Sunday elementary schools with an attendance of 100,002, and 141 normal schools with 15,184 pupils. The proportion of the means of elementary education to the population was as follows: Seven kindergartens with 899 pupils, to every 100,000 inhabitants; and fifty-six public schools with 7,073 pupils to the same, twenty-six private schools with 597 pupils to the same, seventeen evening schools with 636 pupils to the same, twelve Sunday schools with 323 pupils to the same, and 0.46 normal schools with forty-nine pupils to the same.

The evening and Sunday schools are designed to develop and complete the elementary instruction of children who have attended the day schools, as well as to give the first rudiments of instruction to adults who had never attended school. The law prescribes that pupils of the elementary schools must attend the Sunday schools during vacation time, and when the obligatory course is completed at the regular day schools they must spend at least one year at the evening schools.

The normal schools are divided as follows: State, provincial, communal, endowed and private. They are 141 in number, with 15,184 pupils, 1,908 males and 13,276 females.

The cost of maintenance of the elementary schools falls mainly on the communes, which must provide teachers' salaries, school supplies, and a gymnasium for each school. The laws prescribe regular instruction in gymnastic exercises in the elementary schools. The ordinary expenses of the schools cost the communes in one year \$11,553,764. The state furnished for the year, \$1,122,586; for the support of the public elementary schools, \$379,338; and for special elementary schools, \$206,037. At the close of the year comprised in the report there were 49,366 teachers in all the schools, public and private. The compulsory education law in Italy is very strict, and has so far resulted in advancing the number and value of the schools and the good of the nation.

PROCEEDINGS
OF THE
COUNCIL OF SCHOOL SUPERINTENDENTS.

October 18-20, 1893.

COUNCIL OF SCHOOL SUPERINTENDENTS OF THE STATE OF NEW YORK.

PROCEEDINGS OF THE ELEVENTH ANNUAL MEETING
OF THE COUNCIL OF SCHOOL SUPERINTENDENTS OF
THE STATE OF NEW YORK, AT ELMIRA, N. Y., OCTOBER
18, 19 AND 20, 1893.

OFFICERS OF THE COUNCIL.

James Godwin, New York, president; M. J. Michael, Rome, vice-president; Emmet Belknap, Lockport, secretary and treasurer.

The eleventh annual meeting of the council was held in the club-room of the Free Academy, Elmira, N. Y., October 18, 19 and 20 1893.

MEMBERS PRESENT.

The following members of the council were present: Edwin E. Ashley, Troy; J. W. Babcock, Dunkirk; E. J. Beardsley, Elmira; Emmet Belknap, Lockport; George E. Bullis, Oswego; A. B. Blodgett, Syracuse; Chas. W. Cole, Albany; C. B. Coon, Cortland; F. J. Diamond, Tonawanda; Henry P. Emerson, Buffalo; James A. Estee, Gloversville; E. S. Harris, Catskill; James Godwin, New York; George Griffith, Utica; E. W. Griffith, Norwich; C. E. Gorton, Yonkers; J. Irving Gorton, Sing Sing; P. M. Hull, Waverly; L. R. Hunt, Corning; W. D. Manro, Rome; Clinton S. Marsh, North Tonawanda; R. V. K. Montfort, Newburgh; Milton Noyes, Rochester; William R. Prentice, Hornellsville; F. S. Porter, Seneca Falls; James G. Riggs, Plattsburgh; R. R. Rogers, Jamestown; George F. Sawyer, Lansingburgh; M. W. Scott, Binghamton; William H. Truesdale, Geneva; Henry L. Taylor, Canandaigua; Barney Whitney, Ogdensburg; Hon. James F. Crooker, State Superintendent of Public Instruction, Albany; President Wm. J. Milne, State Normal College, Albany; Principal Thos. B. Stowell, Potsdam.

The sessions of the council were also visited by members of the board of education of Elmira and by prominent citizens and teachers of that city.

THE PROGRAM.

The program called for consideration of the following at this meeting:

I. Reports of Standing Committees: Columbian Exposition, School Statistics, Legislation, State Educational Congress, Free Kindergartens, Compulsory School Attendance, Professional Training of Teachers.

II. General Subjects for Discussion: The Relation of Free Text-books to the Public School System; Educational Exhibits—their influence and their value; Instruction in Physiology and Hygiene, as prescribed by the State law—in what manner and by what means is it best given? Our Courses of Study—are they overcrowded? Kindergartens, as they exist in our own school systems; The Kindergarten—its correlation with the primary school; English in the Lower Grades—what should be taught, and how? Village Superintendents—what their duties are, and how best performed; Oral Teaching—in what studies and to what extent is it practicable? Manual Training—what has been done, how it has been done, and what the effect has been; The Practical in Elementary Education—its limits and its possibilities.

The opening session of the council was held on Wednesday evening, October eighteenth.

President Godwin, in calling the council to order, welcomed the members present and urged all to participate heartily in the discussions and deliberations of the meeting. He also feelingly referred to the removal by death during the year past of two loved and venerable members of the council, and suggested the appointment of a committee on necrology.

The order of business for this evening session was that of listening to reports from the several standing committees.

President Godwin reported for the committee on Columbian exposition.

He said that no action by the committee became necessary, but that the views of the council as expressed at the last meeting were adopted substantially as the basis of the circular issued by the Department of Public Instruction with reference to the preparation of the State educational exhibit. The report was ordered accepted and the committee was discharged.

Superintendent Blodgett, as chairman of the committee on school statistics, reported. He said that there had been no work for the committee during the year. The committee was discharged.

Superintendent Cole presented the following as the report of the committee on legislation:

ELMIRA, N. Y., *October 18, 1893.*

To the Council of School Superintendents:

Your committee on legislation, to which was referred all the proposed legislation recommended by you at your last meeting, respectfully reports that due effort was made during the last winter to obtain favorable action thereon. Your representatives appeared before the committee on public education of the Assembly and advocated the passage of a compulsory law, a law for the establishment of teachers' training classes for cities and villages and a law permitting the establishment of kindergartens. The chairman of the committee on public education informed us that his committee had unanimously agreed to report favorably upon the compulsory law, but, owing to complications which afterwards arose, the report was never made. The training school bill was reported favorably, passing the House, and was sent to the Senate, was thereby referred to a committee, but never emerged from the committee room. The only thing that was saved from the general wreck was the law permitting the establishment of kindergartens in cities and villages. Your committee congratulates the council that even this much was accomplished.

Your committee also desires to record that in all its efforts to obtain the desired legislation, the State Superintendent and all connected with the Department of Public Instruction gave earnest and able assistance, and that without this assistance the bill which was passed would probably also have failed. It is perhaps needless to say that accustomed as we all have become to delay and discomfiture in our attempts to secure remedial legislation, we none of us feel at all discouraged, but on the contrary as much determined as ever to continue the fight with the belief that success will follow persistent efforts.

The subject of the formation of an educational commission to act as an auxiliary to the State Department, which was presented to the council by Superintendent Crooker last year, was also referred to this committee. The bill for the establishment of such a commission was introduced in the Senate at the instance of the State Superintendent and was referred to a committee, but was never reported upon. The

proposal to change the school age was also among the matters which your committee was to consider, but upon the suggestion of the State Department, it was deemed wise to allow this matter to go over for further consideration.

CHAS. W. COLE.

CHARLES E. GORTON.

A. B. BLODGETT.

JAS. GODWIN.

The report was received and adopted, and the committee was continued.

On motion of Superintendent Whitney the above committee was increased by the appointment of two additional members from the list of village superintendents.

The president named as such additional members Sherman Williams, of Glens Falls, and E. W. Griffith, of Norwich.

Superintendent Cole announced that the commissioners of statutory revision of the general laws of the State invited suggestions as to any points in the General School Law that may seem to any as needing amendment, and, on motion, the following resolution was adopted:

Resolved, That the members of the council who wish to suggest amendments to the General School Law of the State be and they are hereby requested to send such proposed amendments to the chairman of the committee on legislation.

In the absence of Superintendent Williams, chairman of the committee on kindergartens, the following report was read by Superintendent Beardsley:

GLENS FALLS, N. Y., *October 5, 1893.*

To the Council of School Superintendents:

At the last meeting of the council a committee, consisting of the undersigned and Superintendent M. W. Scott, of Binghamton, and Superintendent William H. Truesdale, of Geneva, were appointed to secure needed legislation in reference to the establishment of free kindergarten schools in cities and villages. It was found that many of the cities already had power to establish such schools, but that some had not and that none of the villages had. A bill was prepared providing that the school authorities of any city or village might establish one or more free kindergarten schools, and that money for the support of such schools should be raised in like manner as other school moneys. No doubt you have all seen the full text of the bill.

For a long time it seemed as though no bill could be prepared that would pass. As I presume is always the case in securing any legislation, there were many annoyances and delays. So far as any work on the part of the committee is concerned, the credit of securing the passage of the bill belongs almost wholly to Superintendent Scott, and I wish to acknowledge that fact before the council. Not being able to meet with the other members of the committee, I submit this, leaving them to add whatever in their judgment is called for.

Very respectfully submitted.

SHERMAN WILLIAMS,

Chairman of Committee.

It was moved to approve the report and discharge the committee.

Superintendent J. I. Gorton moved to amend the motion as follows: That the committee be continued with respect to the school age for kindergartens, and the apportionment of State funds to kindergartens for attendance of those of kindergarten age.

On motion the matter was laid upon the table until after the discussion of kindergarten subjects announced in the program.

Superintendent Cole reported that during the year past little had been done by the committee with reference to securing a better or more efficient law of compulsory school attendance, this matter having been with others referred to the committee on legislation.

On motion the committee was discharged.

Superintendent Cole presented a recommendation from Chairman Maxwell, of the committee on professional training of teachers, that an effort will be made to secure the passage of the original bill advocated by the council. This recommendation was referred to the committee on legislation.

After the routine business had been concluded, Superintendent Montfort asked how the new law concerning vaccination is being observed. Responses showed that it is generally observed.

A general invitation to visit any of the schools in the city was given by Superintendent Beardsley to the council. This invitation was accepted, as was also one from Principal Lovell, of the academy, inviting members to visit that institution.

An invitation from the superintendent of the State Reformatory to visit that institution was accepted for Friday afternoon. The offer of Superintendent Beardsley to have an exercise by the school pupils under an instructor in vocal music before the council was cordially accepted.

An invitation from T. C. Northcott to the council to visit him at his office was accepted.

The convention adjourned until Thursday morning.

THURSDAY MORNING SESSION.

The council resumed its session at 9.45 A. M.

In addition to those present last evening were the Hon. James F. Crooker, State Superintendent of Public Instruction; Superintendents M. W. Scott, Binghamton; Henry P. Emerson, Buffalo; N. L. Benham, Niagara Falls; George F. Sawyer, Lansingburgh; Fox Holden, Olean; Clinton S. Marsh, North Tonawanda; Leigh R. Hunt, Corning; James A. Estee, Gloversville; Henry L. Taylor, Canandaigua; President William J. Milne, LL. D., Albany Normal College; Principal T. B. Stowell, Ph. D., Potsdam Normal School; O. P. Conant, New York; Charles J. Webster, New York; William W. Tapley, Springfield, Mass.; F. J. Diamond, Tonawanda, N. Y.

On motion of Superintendent M. W. Scott, a committee of three on necrology was appointed by President Godwin, who named as such committee Superintendents Scott, Blodgett and George Griffith.

The council then passed to the consideration of the topics upon discussion according to their order on the program.

THE RELATION OF FREE TEXT-BOOKS TO THE PUBLIC SCHOOL SYSTEM.

The subject of the relation of free text-books to the public school system was taken up, Superintendent Montfort, of Newburgh, being the first speaker. The subject proved of great interest, and was participated in by President Godwin and nearly all present. Superintendents Montfort, Gorton and Emerson referred to the hygienic question of possibility of contagion from free school books. The experience of superintendents was unanimous that proper protection against contagion required careful and systematic attention from school officers and teachers, but that in reality there is even less danger of contagion from free text-books than from books personally owned, because the use of books owned by the school authorities can be controlled, while that of individually owned books can not.

Personally owned books are continually sold and at second-hand, the use of which can not be determined or controlled. The following cities and villages were found to have the free text-book system in use, in whole or in part: Auburn, Binghamton, Brooklyn, Buffalo, Ithaca, Jamestown, Middletown, Mt. Vernon, Newburgh, New York, Niagara Falls, Yonkers, Syracuse, Flushing, Lansingburgh, New Rochelle, North Tonawanda, Tonawanda, Saratoga Springs, Whitehall.

As one result of the use of free text-books, school enrollments have greatly increased; and there is great economy of time and instruction secured, which is in many cases lost by failure of parents to promptly provide necessary books.

The sentiment of individual members of the council was almost unanimously in favor of free text-books in public schools, at least up to the high schools, with liberal provision for assistance in the high schools to such as may find it difficult to procure all necessary books.

President William J. Milne spoke briefly of the effects as observed by him, of books furnished free, by the State, to pupils in the State normal schools.

Dr. Milne's opinion was that the results noticed were unfavorable, and that he would, if he could, abolish the free distribution of text-books to normal pupils.

Superintendents Estee and Belknap gave a qualified approval to the free text-book system, but maintained that where local conditions were such as to enable parents to provide text-books with reasonable promptness, there may be compensating advantages in personal ownership of books.

Superintendent Gorton referred to the fact that though arguments have been and still are made in favor of personal ownership of text-books, the introduction of free text-books is rapidly going on; that whether best or not, it is still bound to take place; that books supplied to pupils should be as nearly free for home use as possible. The annual cost per pupil must vary greatly as the quantity and quality of books supplied and the modes of purchase and care of books.

EDUCATIONAL EXHIBITS — THEIR INFLUENCE AND THEIR VALUE.

"Educational Exhibits — Their Influence and Their Value" was the next topic of discussion.

Superintendent Blodgett referred briefly to the educational exhibits at the Columbian exposition as arranged in such a manner as to constitute a composite State exhibit, but not an exhibit from which the school work of any individual city could be learned. He said that while exhibits have a stimulating tendency in certain directions, they are apt to have a depressing tendency in other directions, and the whole question would depend upon its character and whether the work done was such as to develop pupils and teachers along the right lines of thought and action.

Dr. Milne briefly referred to the world's fair educational exhibit, and of expressions given him by persons coming from Europe with special interest in the educational exhibit; and of their testimony that from

the exhibit ideas could be obtained as to the subject-matter and methods of recording it, but that it gives little insight into the actual school life of pupils and teachers, and their contact and intercourse with each other; that such information can be obtained chiefly by actual school visitation, and that the expression of several European teachers as to things seen in their personal visits to schools was eulogistic of the spirit, skill and enthusiasm of American teachers to such extent as to cause them to say that the Columbian educational exhibit does not adequately represent the merits and defects of our educational systems. Dr. Milne's expression was also to the effect that under proper conditions and restrictions school exhibits are a healthful stimulus in school work.

Superintendent Taylor related the plan of annual school exhibits pursued in Canandaigua, and asked suggestions as to the character and manner of collecting the material for school exhibits. Superintendent Marsh spoke of the plan of annual school exhibits at North Tonawanda and expressed agreement with the views stated by Superintendent Blodgett.

State Superintendent Crocker expressed belief in the value of educational exhibits as stimulative and of interest to parents, teachers and pupils; a means of comparing the results of different schools and methods, elevating and refining in character and an inducement to teachers and pupils to excellence in work.

The following, offered by Superintendent Montfort, was unanimously adopted:

Resolved, That it is the unanimous desire of the council of superintendents that the public school exhibit of the State of New York, now on exhibition at Chicago, should be placed under the control of the Department of Public Instruction to be used as a nucleus for a permanent State exhibit of public school work.

On motion the council adjourned until 2.30 P. M.

AFTERNOON SESSION.

INSTRUCTION IN PHYSIOLOGY AND HYGIENE, AS PRESCRIBED BY THE STATE LAW — IN WHAT MANNER AND BY WHAT MEANS IS IT BEST GIVEN.

This subject was discussed at considerable length, a majority of those present speaking briefly on some points. (The secretary was unable to transcribe accurately or satisfactorily the remarks of all participating in this and the two following discussions of this session, and nothing but a bare résumé of prominent points is attempted.)

The impracticabilities of an absolute compliance with the letter of the law were shown by Dr. Milne and others, who at the same time explained how by conversational exercises, illustrations, etc., the spirit of the law can be complied with in the instruction of younger children. The study of physiology, and consequently that of advanced hygiene, should be deferred until pupils have reached high school age.

Much dissatisfaction was expressed with the unscientific, careless and extravagant exposition of some of the facts of physiology in the textbooks in current use, and it was held by some that it is worse than useless to teach them or have them learned by young persons because untrue.

Dr. Stowell recommended the study of the facts of physiological action from live cats and other animals rendered insensible by chloroform, their external tissues being sufficiently removed to show clearly the physiological acts of circulation, respiration, etc.

The general sentiment of the council was to the effect that there should be in future, as in the past, an earnest endeavor to carry out the spirit of the law, as simply and effectively as possible; that practical hygiene should be the basis of most of the instruction, and only so much of related physiology taught in the grades as is necessary and practical to make the instruction in hygiene intelligent and salutary.

Superintendent Godwin and others cited instances showing the valuable helpful effects of such simple instruction, when enforced by the proper observance of hygienic requirements in cleanliness of person, etc., in the daily associations of the school.

OUR COURSES OF STUDY — ARE THEY OVERCROWDED?

The discussion of this question was opened by Superintendent Emerson, of Buffalo. He thought that an answer to this question could hardly be safely given in general; that as the organization and work of schools in different places differs so widely and is pursued along lines so divergent, that each locality should by a thoughtful consideration of its own work and conditions make answer to itself.

Superintendent Whitney observed that he had little sympathy with the doubt expressed, or the assertion frequently made, that the schools of to-day do not produce as good results as formerly. We forget that in these comparisons the *poorest* of the present is always set over against the *best* of the past.

He said the question is susceptible of division. Applied to advanced subjects, high school courses, they doubtless are overcrowded; but applied to elementary subjects, the lower grades, they are not. The

old method was to take a particular subject and attempt to present it exhaustively. This plan is unphilosophical and impracticable.

The child's ability to comprehend is soon reached. Only the simplest elements and easiest stages of any subject are within the ability of the child to understand. The elements of all the sciences, and of all subjects taught, can be apprehended by the child. All later pursuit of these various subjects is but the unfolding of the elements which are clearly within the ability of the child to understand. Teaching subjects in their relations, and the simple elements of many subjects at the same time, is the modern plan. With this plan the courses are not overcrowded; there is ample time for teaching all subjects desired in lower grades.

English in the Lower Grades--What Should be Taught and How? Superintendent Whitney agreed fully with all that Dr. Milne said.

Superintendent Godwin in closing this discussion summed it up briefly with the remark that it seemed quite indeterminate, and the answer would perhaps be: "It depends."

KINDERGARTENS, AS THEY EXIST IN OUR OWN SCHOOL SYSTEMS — THE KINDERGARTEN: ITS CORRELATION WITH THE PRIMARY.

These two topics were discussed substantially as one.

Superintendents Cole, Rogers, Marsh, Benham, George Griffith, Godwin and others described the kindergartens as carried on in their respective cities, and many questions were asked and answered.

All gave emphatic testimony as to the helpful, developing and uplifting influence of the kindergarten, but felt that its true aim and purpose are not generally well understood even by teachers, and that there is need of a more correct understanding, clearer appreciation of, and the perpetuation and increased practice of the kindergarten spirit in primary grades.

This discussion, though wholly informal, was quite exhaustive, and the secretary regrets his inability to furnish a more extended report of it.

On motion, the report of the chairman of the committee on kindergartens and the motion of Superintendent Gorton were taken from the table.

The report was approved, and the motion of Superintendent Gorton was referred to the committee on legislation, with discretionary power.

The committee on necrology presented the following report: Since our last meeting two members have died, Andrew McMillan, of Utica, last year president of this council, and Emerson J. Hamilton, of Oswego. The former was born in 1820, began teaching at the age of 20, was

principal of the Central Advanced School, Utica, from 1856 to 1867, and in 1867 was elected superintendent of city schools. Holding this latter position for twenty-five years, he became the oldest in service of our number ; and in his death we feel the loss of a trusted adviser as well as a true friend. Helpful, genial, kindly, he will ever be remembered as a center of life in all our meetings since the organization of this council.

Mr. Hamilton was three years the senior of Mr. McMillan, having been born in Vermont in 1817. A graduate of the University of Vermont in the class of '42, his life was spent in the work of a teacher. From 1854 his work was in Oswego, first as principal of the high school, then as principal of a private classical school for boys, and for the last nine years as superintendent of schools.

Of him one of the Oswego papers truly says :

“ He was a teacher in the full and true meaning of the term.

“ He thoroughly understood and perfectly appreciated the gravity of the responsibilities assumed by one who undertakes the education of youth.

“ For this work he was abundantly prepared, and to it he gave a long, earnest and laborious life.”

To both Superintendent McMillan and Superintendent Hamilton the words of the same paper may be applied:

“ There is no measuring the amount of good these men have accomplished in the community in their quiet, gentle way, or how many lives they have turned from a bad beginning to higher and better things.

“ The most eloquent and touching tribute to their memory will be the tears of the children.” Therefore,

Resolved, That this council formally expresses the sense of loss we feel in the death of these two men, and tender to the families of both the personal sympathy of all their fellow superintendents.

M. W. SCOTT,
GEORGE GRIFFITH,
A. B. BLODGETT.

The report of the committee was unanimously adopted by a rising vote, and the secretary was directed to transmit one engrossed copy of the report and resolution to the families of each of the deceased.

The council then passed to the election of officers and selection of a place for holding the next annual meeting.

Superintendent Barney Whitney was nominated for president for the ensuing year, and upon motion the secretary cast the unanimous

vote of the council for Superintendent Whitney, and he was declared unanimously elected.

Superintendent R. V. K. Montfort was in like manner nominated and unanimously elected vice-president.

Emmet Belknap was renominated for secretary and treasurer and duly elected.

Invitations were extended to the council to hold its next meeting in Buffalo, Troy and Newburgh.

State Superintendent Crooker said that it had been his intention to present an invitation to the council to meet at the office of the Department of Public Instruction in Albany, but that in view of the invitation of Buffalo he would withhold his intended invitation and second that of Buffalo.

Superintendent Montfort then withdrew the invitation of Newburgh in favor of Buffalo and the council unanimously chose Buffalo as the next place of meeting.

The treasurer presented his annual report, as follows:

RECEIPTS.

From annual dues of members	\$39 00
From E. N. Jones, former treasurer, balance on hand as per last report.....	125 57
Total	<u>\$164 57</u>

DISBURSEMENTS.

To Wm. H. Maxwell, expenses as member of committee on legislation	\$13 00
To A. B. Blodgett, expenses as member of committee on legis- lation	9 92
For 150 circular notices of meeting	2 25
For 250 envelopes, printed.....	1 00
For 100 personal notices (President Godwin)	2 25
For 600 programs of meeting.....	7 00
For stationery.....	50
For postage and expense charges	3 34
Total	<u>\$39 26</u>
Cash on hand October 17	<u>\$125 31</u>

The report was approved and adopted.

THURSDAY EVENING SESSION.

ENGLISH IN THE LOWER GRADES — WHAT SHOULD BE TAUGHT,
AND HOW?

The president called the council to order at 8.30 P. M., and the subject, "English in the Lower Grades — What Should Be Taught, and How?" was discussed. Superintendent E. E. Ashley was the first speaker, who stated that for some time he had been watching the results and tendencies of language teaching in all grades, from the lower primary up through the academic grades; that in certain directions the results are disappointing; that there seems to be lack in power to express thought; that it had been thought that modern methods of teaching would develop this point and is found to be in a degree disappointing. What reason should be assigned? He feared that in some way the teacher's mind is so projected into that of the child that the child becomes conscious of the phraseology expected by the teacher, and the child's expression is modified thereby. He referred to unsatisfactory results in reading and to the importance of systematic instruction in phonics, and suggested an increase of language exercises and a diminution of number work during the first year of school life.

Superintendent Beardsley referred to a language exercise seen in an Elmira school to-day, which illustrated the points brought up by Superintendent Ashley.

Inquiry was made as to the effect of the extended written work usually required. Superintendent Blodgett was called upon to answer the inquiry. He expressed the view that there is an excess of written work, though there was little difference in the facility of his pupils in written and oral expression.

President Milne gave expression to the view that failure in good expression of thought comes largely from paucity of ideas, and urged more and broader reading for ideas and the power of style and expression that comes thereby. He emphasized the thought that reading should be judged by the pupil's ability to get the thought from the written page.

Superintendent Gorton, of Yonkers, after explaining, upon request, the character of language work in grades below the seventh, expressed the view that lack of facility of expression is not due to paucity of ideas alone; facility is to be acquired by training when the ideas are already present in the mind. He expressed confidence in the benefit of carefully performed written work. Pupils should not write without preparation — knowledge of the subject-matter before writing.

Principal Stowell asked: "Is it the child's form that we wish to put before the class?" This has been suggested to-night. I doubt it. He commended the reading, memorizing and reproducing selections from good authors; that this is one means of cultivating correct expression in original thought.

Superintendent George Griffith spoke of the numberless instances of pupils undertaking to use words of which they do not know the meaning.

Superintendent Godwin closed the discussion with several anecdotes to illustrate that children have a greater knowledge of language than we give them credit for; that they make distinctions which we often fail to give them credit for.

The remaining topics set down for consideration at this session were not taken up.

Superintendent Beardsley announced that two classes from grammar schools of Elmira would give an exercise at the opening of the session Friday morning, illustrating the methods employed in teaching vocal music in the Elmira schools.

The council then adjourned to accept the invitation of Mr. Northcott to inspect the Lemuel Northcott system of sanitary heating by means of models used by him to illustrate the principles of that system. After the meeting at his office was concluded, the council was entertained by Mr. Northcott at the City Club house, where they did ample justice to an exquisite supper, daintily served.

FRIDAY MORNING SESSION.

At the opening of this session, a class exercise in vocal music was given by a class of pupils who had just entered the fourth grade of school No. 2 in Elmira. The exercise was conducted by Prof. W. K. Stiffey, director of music in the Elmira public schools, and was an exercise in exemplification of the use of the tonic sol-fa method. The exercise was instructive, and a few questions were asked by members of the council.

Superintendent Sawyer asked what advantage is claimed for the use of the hand in articulating the intervals to be sung. Answer: "It prevents anticipation by the class of what the teacher is to require of them."

President Godwin expressed the voice of the council in thanks to the class for the instructive exercise, in which the class had acquitted themselves most creditably.

Following this a class of twenty-four members of the grade pupils from school No. 5 gave an exercise under Professor Stiffey to show the adaptability of the tonic sol-fa teaching to an acquirement of a knowledge of the staff notation. The class sang at sight numbers in different keys, two-part music. This class had one year of tonic sol-fa and two years of staff instruction. The exercise was of unusual interest, and elicited favorable comment.

Dr. Milne inquired why, since music is usually published in the staff notation, not to teach the staff from the start? Professor Stiffey answered: "Because we find that by use of the tonic sol-fa at the start, we can in a nine years' course save about three years' time in study and instruction."

He also stated that most of the best instruction was thus acquired; also that most of the best music is published in the tonic sol-fa notation.

Dr. Milne asked an explanation of the chart or modulator used in the class exercises, and asked whether the characteristics were adaptable to staff notation. Professor Stiffey replied that they were characteristics of the tonic sol-fa system; that staff notationists had made numerous attempts to reproduce the characteristics of the modulator in symbols of the staff notation, the most successful being that of Dr. H. R. Palmer. He pointed out the simplicity of the tonic sol-fa symbols by which the pupil instantly recognizes the note from the symbol without the necessity of making any calculation thereon, as is more or less the case when figures and similar arbitrary symbols are used.

President Godwin thanked the class and Conductor Stiffey for this most instructive exercise, and the following motion offered by Superintendent Montfort was unanimously adopted by the council:

The council desires to express its thanks to Professor Stiffey for the exemplification of tonic-sol-fa instruction so ably presented.

The council then adopted a motion of Superintendent Whitney that topics on the present program not reached in the discussions of this session be placed upon the program of next year's meeting.

MANUAL TRAINING--WHAT HAS BEEN DONE--HOW IT HAS BEEN DONE AND WHAT THE EFFECT HAS BEEN.

The council then took up the topic: "Manual Training; what has been done, how it has been done and what the effect has been."

Superintendent Montfort, of Newburgh, opened the discussion by briefly presenting an outline of the manual training course in their

school, and exhibited specimens of work in wood-turning, joining, carving, etc., and of constructive drawing (instrumental), and of blue prints and architectural plans and designs. The subject was discussed at length.

Superintendent Whitney said valuable as is the training in the use of tools and the work-bench, manual training means something more and better than the workshop, and is within the reach of every school-room.

He gave the results of his observation of inventive drawing as taught in the upper grammar grades of No. 23, New York city.

The results are the more remarkable as this is one of the poorest portions of the city. Twenty-eight nationalities are represented in this school. Twenty-three were represented the day of the visit, and more, the parents of every one of the children were, either one or both, born in a foreign country.

The material used was manilla paper, pencil, ruler, scissors, mucilage.

The work is based upon the study of the twelve geometrical type forms. The first steps are the same as in all good teaching of form study and drawing, and indeed in all good teaching, viz., clear mental perception can only follow clear physical perception. The simplest solid, the sphere, is the first placed in the pupil's hand, next the cube, differences and similarities are observed, use of other solids follow, the sense of touch and of sight are constantly exercised. Following the facts of form, views of form are observed, the pupil expressing what he sees by drawing.

Thus far the teaching is the same as in all correct teaching of form and drawing.

When, however, a sufficient number of facts of form, and views of form have been observed by the pupil, the departure begins, viz., the combinations and applications of discovered facts and deduced principles, and they are numberless. Beginning with the more simple demonstrations of propositions, and of constructions, under the guidance of the teacher, the demonstrations and constructions with their proofs being wholly the pupil's, the work embraces about four books of plain geometry and problems in solid, with numerous constructions, drawings, complicated, plain and ornamental. The drawings must be made upon one sheet, as a whole, no construction drawing by parts. The drawing is a *unit* and the proposition with its demonstration and construction must be *complete* in the mind before the drawing is attempted.

It is not uncommon for three or four entirely different demonstrations to be given of the same proposition.

Many of the demonstrations are exceedingly difficult and ingenious; so much so I could not follow or verify some of them without assistance. Even the accomplished principal, Hugh O'Neil, had sometimes to call the boys to his aid. When the drawing is complete the scissors and mucilage come in play and most beautiful paper solids — proofs — are the result. The data and truths are obtained by means of measurements, superposition, drawing and construction.

The drawing, cutting and making are entirely home work. The plan of work furnishes the only solid thinking, viz., observation, and is one of the most efficient, philosophical and practical means of manual training. It is the highest type of mind training and of hand expression.

Three things impressed themselves strongly upon my mind.

First. The wonderful power of invention and of logical reasoning developed in the poorly-clad and poorly-fed boys.

Second. The beneficial effects of constructive or inventive geometry upon all other subjects of study, especially upon geography and history. The boys made better maps than I ever saw in the market, and were unusually proficient in these studies.

Third. The opportunity for teachers to display their originality and individuality; and the more, as I had supposed they were so hedged in by rules and cast-iron course of study, that there was little opportunity for the exercise of either. I have never seen the personality of the teacher stand out more clearly than in No. 23.

President Godwin outlined briefly the general idea and working basis of the manual training course in operation in a portion of the schools in New York city.

President Milne, of the Albany Normal College, spoke upon the subject. He did not believe in impressing school children that they were to become workmen. He believed in teaching them not those things that will give them a living, but rather that which will make them men and women. He believed that a child will choose his own profession in life.

"Think of it," said the speaker, "making 10,000,000 boys carpenters or teaching them all to design wall papers and decorations." This occasioned considerable laughter, whereupon Superintendent Rogers, of Jamestown, inquired: "How about making 10,000,000 boys presidents of normal schools?" This occasioned rounds of laughter and applause.

President Milne responded that though finding it hard to accept the general principle of the need of manual training by youth in general, he felt obliged to recognize its value for certain classes of persons, and said that the evidence, concrete and otherwise, presented in this discussion was more convincing than most of that which he had been permitted previously to inspect or listen to.

The secretary stated his inability to keep a satisfactory record of the remarks of the numerous speakers on the topic, and upon motion all those who had participated were requested to send to the secretary an abstract of their remarks on the topic.

Superintendent Emerson promised that at the next meeting of the council he would see that the council had the services of a stenographer to keep a full report of all discussions.

President Godwin then felicitously presented the president-elect, Superintendent Barney Whitney, who assumed the chair with a brief but graceful acknowledgment of the appreciation of the honor conferred upon him.

The business of the session being concluded the council adjourned.

EMMET BELKNAP,
Secretary.

APPENDIX.

EXHIBIT NO. 3.

NEW YORK STATE ASSOCIATION

OF

School Commissioners and Superintendents.

PROCEEDINGS OF THE THIRTY-NINTH ANNUAL MEETING OF THE NEW
YORK STATE ASSOCIATION OF SCHOOL COMMISSIONERS AND SUPER-
INTENDENTS, HELD AT ROCHESTER, JANUARY 3, 4 AND 5, 1894.

NEW YORK STATE ASSOCIATION

OF

School Commissioners and Superintendents.

OFFICERS OF THE ASSOCIATION.

<i>President</i>	HOWARD B. HARRISON.
<i>First Vice-President</i>	JAMES B. LOCKWOOD.
<i>Second Vice-President</i>	CHARLES H. WILSON.
<i>Secretaries</i> {	MISS LAURA F. MAYHEW.
{	LEON O. WISWELL.
<i>Treasurer</i>	LA FLOYD STILLMAN.
<i>Committee on Transportation</i>	HENRY R. SANFORD.
<i>Local Committee</i> {	CHAUNCEY BRAINARD.
{	A. P. CHAPIN.

P R O G R A M .

WEDNESDAY, JANUARY 3.

10 A. M.

Addresses of welcome,

Hon. Richard Curran, Mayor of Rochester.

Hon. Milton Noyes, Superintendent Rochester Schools.

Responses..... Conductor Archibald C. McLachlan,
Commissioner Charles S. Plank.

The School Commissioner as a Supervisory Officer,

Commissioner Ellis D. Elwood.

Discussion..... Conductor Isaac H. Stout.

2 P. M.

Report of legislative committee on Township Bill.

Discussion..... Conductor Augustus S. Downing,
Commissioner Frank W. McElroy,
Commissioner Martin E. McClary.

Recent Changes in School Laws and Uniform Regulations,

Commissioner John H. Weinmann,

Commissioner J. Frank La Rue.

THURSDAY, JANUARY 4.

10 A. M.

A Glance at Teachers' Institutes..... James M. Milne, Ph. D.
The School Commissioners' Work.... Commissioner Leon O. Wiswell.
Discussion..... Commissioner James McCullough.

2 P. M.

Address.. Hon. James F. Crooker, Superintendent of Public Instruction.
Miscellaneous Business.
Some Tendencies to be Avoided in Using the Graded Course of Study.
Conductor Welland Hendrick.

FRIDAY, JANUARY 5.

10 A. M.

What is the Greatest Need of our Common Schools?
Superintendent Sherman Williams.
Discussion..... Conductor Henry R. Sanford.
Election of officers.
Report of standing committees.

NEW YORK STATE ASSOCIATION
OF
School Commissioners and Superintendents.

PROCEEDINGS OF THE THIRTY-NINTH ANNUAL MEETING, HELD AT
ROCHESTER, JANUARY 3, 4 AND 5, 1894.

The thirty-ninth annual session of the New York State Association of School Commissioners and Superintendents assembled in the assembly room of the New Osborn house, Rochester, N. Y., Wednesday, January 3, 1894, and was called to order by President Howard B. Harrison.

Prayer was offered by Rev. Dr. A. H. Strong, of the Rochester Theological Seminary.

Hon. Richard S. Curran, mayor of the city of Rochester, was then introduced and delivered the following

ADDRESS OF WELCOME.

MR. CHAIRMAN AND GENTLEMEN OF THE CONVENTION OF SCHOOL SUPERINTENDENTS OF THE STATE OF NEW YORK.—To me it has been a great pleasure ever since my term of office began to bid welcome to all and every organization choosing Rochester for convention purposes. This morning, and on this occasion, I confess to an unusual pleasure in welcoming to our city the able and thoughtful men who have in charge the important work of public and popular education in the great State of New York. In the name, then, of our public schools, their teachers and attending pupils; in the name of our citizens and all friends here of popular education, I extend you the most friendly welcome to this, the Flower City.

After the work of your convention is accomplished, should you linger in our midst, you will, in all probability, learn that, aside from our invaluable public schools and academy, our popular

university and two theological seminaries, and healthy Catholic parochial system, and other denominational and private schools, we have other object lessons of education for the enlightening of not only the youth, but of all classes and all ages. From the center of the city to the outer border of its confines in the north, the Genesee river dashes over rocks and precipices on its onward plunge to the lake, falling in all 273 feet, exposing on its banks formations which, for the benefits of all, especially the student of geology, offer splendid means for observation and reflection.

Here the admirer of the beautiful and grand in nature will find ample food for gratification in rock and water. We have here in Rochester a valuable auxiliary to our educational contingent, called the Mechanics' Institute, an institution inaugurated and sustained by the public-spirited liberality of a few of our most worthy citizens. This free school is open to all; but especial attention is given in the selection of teachers to the needs of mechanics and artisans whose early advantages have not been the best. Here drawing, modeling, painting, mathematics and other important branches are taught, and it must be said that thus far the success of the school is most flattering.

Here, too, we claim an important educational factor, such as is not enjoyed by any other city in the United States for the instruction and refining of our people in the beautiful line of the arts. I have reference to the magnificent art gallery owned, but always open for the benefit of the public, by our honored and high-minded citizen, Daniel W. Powers. Connoisseurs have declared that this collection is wonderful, and that we have reason to be proud of the advantages it offers.

In no country can the advantages of education be better seen and appreciated than in America; and in no country have the advantages derived from the public schools shone out with greater splendor than in this. Every important development in the great republic during the last one-half century has been almost wholly due to the brain and energy of the men and women whose education was solely cradled and completed in our public schools.

The stage-coach and horse-car of yesterday will not do for to-day, and in education, not less than in other things, our motto must be "upward and onward." This is the trend of our civiliza-

tion, and if we hope to enjoy the blessings of this free republic we must endeavor to keep in touch with all that is in it.

Hoping that your deliberations may be satisfactory to yourselves and profitable to education, and thanking you for your kind attention, I will close by simply saying good morning.

Superintendent Milton Noyes was introduced, and delivered the welcome on behalf of the board of education and school officers of the city, as follows :

LADIES AND GENTLEMEN.—After the admirable address to which we have just listened with so much pleasure, very little remains for me to say. His Honor Mayor Curran has evidently had access to my manuscript. It leaves me absolutely with nothing to remark. I second his motion most heartily in assuring you, ladies and gentlemen, that you are thrice welcome to the city of Rochester. You are very welcome to the freedom of our city. No city gates obstruct your entrance. Possessed, as you are, of the keys of knowledge, you will need no other passports. The hospitable doors of our schools and public institutions swing outward for your cordial reception.

You will find this fourth city of the Empire State beautiful in location, prosperous commercially and blessed with a people who are law-abiding and intelligent. It is pre-eminently a city of homes. You will discover a manufacturing city of enterprise and world-wide reputation. The excellence of its newspapers is unsurpassed. Its churches are numerous and well attended. Public libraries abound. It is the home of artists and the American birthplace of art material industries. In the munificence of its charities it admits no rival. It is a city of scholars and free schools. It is not only a university town, but is justly celebrated for its theological schools, young men's classical schools, business universities and its Mechanics' Institute. It is the seat of two colleges, various seminaries and preparatory schools.

Its private and parochial schools are abundant and flourishing. All these educational facilities are supplemented with free evening schools and university extension lectures, under the supervision of the regents.

The State Industrial School is entirely reformatory and is sustained by State aid.

We may point with justifiable pride to our city public schools, embracing forty-two organizations with an enrollment of 19,000 pupils. It was the first city in New York to adopt free public school kindergartens and the first outside of the metropolis to grant free collegiate scholarships.

You are cordially invited to inspect our institutions of learning. Our primary, intermediâte and grammar departments furnish abundant preparation for our finishing school, the Free Academy.

The system of our free schools is the basis of our national prosperity. Education is the bed rock of public safety. Whatever, therefore, makes for good schools builds up our commonwealth.

The State appropriates the property of our citizens to defray, among other purposes, the expenses of our common schools. It is an investment to be repaid tenfold in the future by decreasing crime and in exacting loyalty and good citizenship.

The system, now less than a century old in this State, has aided in giving New York its imperial position.

You have as representatives of the rural schools in your keeping the welfare of 500,000 pupils. It is not alone the business side that you must regard ; the interests are far greater. You are shaping the destinies of minds that will endure forever.

Gentlemen, I think we are in accord in asserting that our common schools are drifting somewhat from the original design. The act of 1795 had in contemplation instruction in the standard primary branches. To-day they are made tributary to academies and to collegiate life. One-half of our pupils are under 12 years of age. In this city less than five per cent of the total number enrolled ever reach any academy. In your districts the number averages even less than that.

Careful instruction in the elementary topics, therefore, becomes a necessity. It is eminently proper that you assemble in annual convention to discuss measures for improvement in public schools. Excellent as they are, improvement is always possible. In your deliberations you have the best wishes of all good citizens. The results, we are assured, will be conducive to the welfare of our State, her institutions and her interests.

RESPONSE BY INSTITUTE CONDUCTOR A. C. McLACHLAN, A. M.

MR. PRESIDENT, LADIES AND GENTLEMEN ; DR. NOYES AND MAYOR CURRAN.— On behalf of the school commissioners and the superintendents, and the Department of Public Instruction of the State of New York, representing nearly 15,000 teachers and more than 600,000 school children, I take pleasure, sirs, in assuring you that these generous and eloquent words of welcome which you have spoken, this cordial welcome that you have extended to us, are heartily appreciated and gratefully received.

We are well aware, sir, that this city in which we are assembled in convention and of which the first speaker of this morning is the honored chief magistrate, is one of the most beautiful, one of the most prosperous and progressive, as well as one of the best governed cities in the Empire State or any of the States of the Union. This city is noted not only for its business enterprise, but for the general intelligence and broad culture of its people. It is one in which the subject of education is receiving attention second to none. It is not a common occurrence for the mayor of a city to welcome within its limits and to its hospitality those that are charged with a large part of the educational work of the State ; but there is, sir, an object which is placed now, more than ever, before the attention of the best thinkers of this country. Around this object are gathering the statesmen, the mayors of cities, the philosopher and the philanthropist, the educated and the uneducated, the rich and the poor, and to it they are paying respectful homage. To it they are extending their most generous sympathies. Into it they are putting the best thoughts of their minds, and upon it they are lavishing the richest treasures of their hearts. This object, sir, is the one in whose interest we are assembled here to-day. It is the child, who is the joy of the present and the hope of the future. There is, too, an institution whose interests are closely allied to the interests of the child. It is for his spirit, the broad free spirit, as contained in the Declaration of Independence. It is founded upon the broad, sure foundation of the Constitution of our country. It is the most democratic institution in this great republic of ours. It is an institution that is free from all bigotry, as broad as truth, as fair as justice, as generous as charity, as

world-wide and universal as the love of God and the love of our fellow-men. There is no trace of bigotry, partisanship or centralism to be found in the institution, but it is sealed about with the broad, free spirit of patriotism and loyalty to our country. This institution is the American school-house, which Washington, more than 100 years ago, called the American fortress, and with the attention that is being given it by our best statesmen, our mayors of cities, by the best men of all classes and by those commissioners and superintendents who are here assembled to-day ; by the faithful, earnest, conscientious work that is being done by the noble, large-hearted, high-minded teachers of the State, I believe that this institution, the American school, will forever prove to be a fortress, a stronger safeguard against foreign invasion or civil war than can exist in fortresses of granite, in splendid navies or standing armies. The State of New York is making a large appropriation for the cause of education and the support of this institution. Last year more than \$21,000,000 were expended in this one cause. But, however liberal may be the expenditure for the erection of buildings, for the equipment of schools, for the completion of the details of these institutions, the success of these institutions depends upon the character and ability and intelligence of the teachers who work within their limits. We must realize that it is upon the teachers and their good work that these institutions depend. As the wax answers to the seal, and as the clay responds to the potter's touch, so the character of a child is moulded by the influence of a high-minded, large-hearted teacher.

So we give our time more and more in the preparation of teachers who will do good work in these institutions, and the State department for a decade of years has been doing aggressive work in driving out from the corps of teachers the unworthy, the incapable and inefficient men and women who have been working without qualifications, and never has the work been prosecuted with such energy as it is prosecuted now ; and with the aid that the superintendents and commissioners may give to the department, I am sure that it will not be long before we will have in our schools men and women doing work that will build character, that will be for the good and well-being of those interested.

Let us all second the work of the educational department and give to these commissioners and superintendents the encouragement they need.

There are some superintendents and commissioners here to-day with whose work I am well acquainted. They are doing a great, a grand and successful work in their districts. They have given their teachers a livelier inspiration than they ever had before ; have made them desire to attain a noble, useful manhood and womanhood. There is only one school commissioner in the State of New York whom I have ever heard say, "I don't care for the welfare of my school ; all that I care for is the money I get out of my office."

These commissioners all come here to instruct one another. The hand of the soldier who is out at night alone and isolated in the dark trembles at every rustling leaf and at every whispering breeze ; but when standing shoulder to shoulder with his comrades, going on in the march to the stirring music of the drum, this same soldier becomes inspired with a feeling and courage that makes him a hero in the conflict which he is to go through. So it is with these commissioners working alone in their districts. They lose inspiration and become inert.

But by coming together as on the present occasion they gather enthusiasm one from the other, and they go back to their work ready to accomplish that which they ought to accomplish in the field in which they are placed.

I thank you for the kind words and cordial welcome that you have extended to us, and trust that our deliberations may result in some good to the city of Rochester and to the State of New York.

RESPONSE BY COMMISSIONER C. S. PLANK.

MR. PRESIDENT, LADIES AND GENTLEMEN, MAYOR CURRAN AND SUPERINTENDENT NOYES.—It is with feelings of the utmost sincerity and pleasure that I would attempt to respond in part to the kind words of welcome with which we have been greeted. In behalf of the association I can truthfully say that we already feel greatly indebted to the citizens of Rochester for the generous hospitality shown us by their able representatives.

We accept, sirs, the courtesy of your people, the freedom of your city and the entertainment offered in the same fraternal

spirit in which they are given. It is a boon that only guests and travelers can know, that on coming here as strangers we at once feel from the greetings given us that we are among friends and allies, and that our interests are one. The very air of your city, Mr. Mayor and Superintendent, seems full of life and cheer. Your natural advantages, as well as your great manufacturing enterprises, present to us their attractions; your schools and institutions of learning, from the kindergarten to the university, all suggest to us an agreeable atmosphere; also that you have here an educational center and the best opportunities of culture. Already, in our hurried observations, we have noticed that this is a city of art, beauty and material prosperity.

You have earned in more than one sense the title of the "Flower City" of the Empire State. Your charitable institutions, your business houses and your churches speak volumes for the industry and public spirit of your people. Although many of us during the past year may have visited the White City, and there beheld the wonders of the world's fair, still we must admit there is much to be seen and many useful lessons to be learned within the limits of your princely corporation. Among the countless marks of progress here we would not overlook the growing power and influence of your press. We recall at this moment some of the achievements of your journalists. We remember that fearless man, that prince of politicians and leader among men, Thurlow Weed, who once edited one of your leading papers, was your Member of Assembly, and obtained for you your first bank charter.

Now, in the midst of our admiration for this city and the pleasure it affords us to be thus captivated by the charms of your city, we would not forget the occasion that calls us together. For the thirty-ninth time we are assembled as an association. What changes have been wrought in the educational world and our school system in the single generation since, as an organization, we were born. Well may it be said a change and a reformation of which we have formed a part. Every three years, of course, marks a great change in the personnel of our body, and, sad to mention, nearly every triennial some one, loved and honored of our number, has fallen never again to answer "Here" to the roll-call this side of the dark valley.

The meetings of this association have ever been not only a source of profit and pleasure to the members, but also a means of inspiration and blessing to the school system of the State.

It was J. S. Mill, I believe, who once said that almost all the advantages which man possesses above the inferior animals arise from the power of acting in combination with his fellows; and of accomplishing, by the united efforts of numbers, what could not be accomplished by the detached efforts of individuals.

Organization has been in educational affairs, as well as in social and political life, an instrument of progress and success.

We meet as the representatives of the most humble, and at the same time of the most important part of our school system, that of the common schools, "the people's colleges," if you please, of this great commonwealth.

As we consider the conditions of these schools, we find many reasons for encouragement; still we are not fully satisfied with the progress. There are many hindrances to that perfect condition of education and society which we desire.

Pardon me if I notice a few of them. One of the defects to which my attention has recently been called is that the common school training received by the ordinary "child of the people" stops short, is suddenly restricted. The child is not taught, many times, that essential of all scholarly abilities, the way to teach himself. Graduated from the schools, he has not learned to make books his teachers, and the library and the public press are all-sufficient college.

Again, notwithstanding the fact of our boasted thousands of school-houses, tens of thousands of public school teachers within our State, and that vast expenditure of millions of money, ignorance and crime are still mocking our school system. But a little over forty per cent, we are informed, of the children of the State of school age regularly attend school.

Surely this ought not to be so. The school district still exists, theoretically the ideal democracy of a republican form of government, but practically as it was in New England in former years. It is, from a social standpoint, an unmixed evil, being the source of thousands of petty jealousies and local feuds, and, from an educational view, a hindrance, and in many cases an absolute preventive of good schools and a broad public spirit.

Some of the commissioner districts of the State are so large that it is scarcely possible for any ordinary man to attend to the clerical work and executive school business required of him, saying nothing about the visitation and inspection of schools. Consider for a moment the absurd condition whereby one commissioner has a jurisdiction of twelve towns, some of them over twenty miles in extent, and 180 school districts. This becomes still more ridiculous when you learn that some of the districts are from eight to fifteen miles apart.

Nevertheless, when we compare the schools of to-day with what they were even a quarter of a century ago, throughout this State, we have great reason to thank God and take courage. Progress is our watchword. Great reforms have been made and are still demanded; and to some of the greatest evils, educational as well as social and political, revolutions are on their way.

It has been the mission of this organization to determine much of the educational policy of the State in recent years, and many of the improvements made in the last decade are largely owing to the united and intelligent action of our school commissioner's and superintendents. We live and move in very close relation to the people, and we have thrust into our hands the means of a vast influence and power. We have not, however, I believe, impressed ourselves nearly as much as we may, if we so resolve, upon our school plans and laws. Ours is not simply to do and die. Ours is to reason why; to cheer on the educational cohorts of our common schools, and it may be sometimes to lead up the rugged pathway of knowledge against our common enemies, ignorance and vice. May we, as superintendents, have the courage of intelligent convictions, and do honor to the places many of our predecessors have so wisely filled. Never was the responsibilities of our office and of the educator greater than to-day; and may we all as we enter upon our term of office at the beginning of this new year resolve to measure up to the educational demands of the times and of the land in which we live.

I thank you all for your patient attention, and in closing I would say, in behalf of the association, to those who have so cordially welcomed us here that we reciprocate your feelings of

sympathy and friendship, and wish for all the inhabitants of this city a very happy New Year, and that they all may enjoy the richest blessings of Providence.

Hon. Chas. R. Skinner, supervisor of institutes, here rose and said:

Now we have been thoroughly welcomed to this beautiful city, but we have not yet been welcomed by that co-ordinate branch of our educational system, the Regents of the University, and I notice in the room a distinguished member of that body. I know that we would all like to hear a few words from him to emphasize the words already spoken.

Before hearing from Regent Fitch, Deputy State Superintendent Jared Sandford offered the following resolution:

WHEREAS, This Association of School Commissioners and Superintendents has just received through the columns of the daily press of the city the sad intelligence of the death of the Rt. Rev. Bishop McNierny, of Albany, a member of the Board of Regents of the University of the State of New York; therefore, be it

Resolved, That the members of this association, in annual convention assembled, do hereby express and record their sincere regret and unfeigned sorrow at the sad announcement of the death of the Rt. Rev. Bishop McNierny, of Albany, a member of the Board of Regents of the State and a distinguished prelate.

Hon. Charles Fitch, upon being introduced, said:

MR. CHAIRMAN, LADIES AND GENTLEMEN.—This is an entirely unexpected call. I did not expect to be present, but I could not resist the temptation of looking in upon this body of educators for a few moments at least, and, if it is in order, as a resident of the city of Rochester as well as a member of the Board of Regents, I do most cordially and most sincerely welcome you in my official and civil capacity.

I regret, and regret greatly, that I am not as familiar with the actions and inspirations of this body as I ought to be. Eighteen years ago, I believe, this body met in the city of Rochester. I then had the pleasure of delivering an address before it upon a line of thought which was then very dear to me,

and which is still a very great part of me — upon the secular state and the spiritual church, upon the divorce of church and state as related to the educational interests of the commonwealth and of the youth. That thought still abides with me, and I never meet a body of educators without trying to impress upon such body the fundamental and paramount necessity, as it relates to the development of secular education upon lines parallel to those of the spiritual church, to have the two of them move on parallel lines, but never to be joined.

It should be proper, I think it is proper for me, upon being called, to say how inexpressibly grieved I have been by the news in the papers this morning, the subject of which has been most properly referred to in the resolution that has just been passed.

Bishop McNierny came into the Board of Regents only a year ago, and, considering his brief relations with that body, he has proved a most faithful friend to not only the higher education but of popular education as well. It was to me a matter of sincere congratulation that the Legislature of the State of New York did so wise a thing as to identify a prominent ecclesiastic of the Roman Catholic Church with higher education and with popular education in this State. It affords me the highest gratification to say that in his relations with that body the church was never pertinaciously or obtrusively injected into his relations with the cause of higher education in the State. It was a wise thing to do. It is a wise thing always to connect those having high places in the church with popular education in the State, if they do not, as members of the church, lay their hands upon popular education as a means of developing churches. Now, Bishop McNierny was free from all that. He came to be, during his brief relations with the board, very much loved and highly respected, and was present only two weeks ago during a meeting of the board, and has been suddenly taken away in the midst of the highest usefulness; and it is very proper that you have passed the resolution. What the results are to be here I am not informed, but I have no doubt, however, that you will conserve the best interests of education in the State. Although I am not familiar, as I say, with your proceedings minutely, I know how much you have done, how useful a body you are as connected with educational development in the State. My only wish is that you, having so much

influence, will use that power wisely and well, and that you will be kindly treated in the city of Rochester as you have already been cordially invited, and I thank you most sincerely and I thank my friend Mr. Skinner very sincerely also, although when one calls a person so unexpectedly before a body of this kind you can hardly tell whether he is an enemy or a friend; but unexpected as is the calling, not only in my personal capacity but in my official capacity, you have my best wishes, not only in your business but in your official relations.

THE SCHOOL COMMISSIONER AS A SUPERVISORY OFFICER, BY
COMMISSIONER ELLIS D. ELWOOD.

If any department of school work had reached an ideal condition, that department would have little need of associations formed for the mutual advantage of its members. The conditions of unrest which characterize us as a nation, proclaim that we are a people employing many means to reach a high ideal. While in school work every effort ought to center in and be subordinate to the well-being of the child, the perfected condition would seem to be reached in a school in which the teacher was so thoroughly trained in all that relates to her work that no suggestion from another would be of a determinate value. Such a condition, it needs not be said, is far from being realized. The time of its coming may be measured by generations. In the meantime a supervision in every department of school work is a necessity the advantage and importance of which can not be urged too forcibly.

It is not my intention in this brief paper to consider the commissioner's duties in the clerical work of his office, the building, rebuilding and furnishing of schools, the alteration of district boundaries, or the examination of teachers for certificates, but to consider his work as an officer charged with the supervision of the common schools. The duties, the consideration of which is omitted, have in recent years occupied so much of his time that but little opportunity has been given for the most important branch of the work, that of supervision. But the State Superintendent is endeavoring to furnish relief from the burdens of the routine office work. If this were not a part of his plan we would have but small inclination to think pleasantly of him or of the work before us.

As a body of educational workers we have in our unselfishness much to regret that our State is so magnanimous that it considers any qualified voter qualified for the office of school commissioner. A thousand men may be qualified to build a house, though but one is able to make the plan. Five thousand voters may be qualified to record their judgment at the ballot box, but educational public opinion should become so formulated that the men nominated hold credentials which would entitle them to consideration at the hands of a board of education needing a superintendent as well as a principal. The tide of educational sentiment which this State has experienced for seven years ought to make the minimum qualification greater than at present. The work requires in many ways a higher order of knowledge than teaching. Consequently no one ought to object to a standard which would place the commissioner at least on a par with a teacher in qualifications. A man with but little training of the scholastic kind and without any of the professional, and lacking the disposition to acquire it, ought forever to be shut out. That political parties make the nominations and that the office is elective, are not half so serious matters as the question of qualification. These words are not a criticism upon the men and women now holding office, but the judgment of one who did not realize three years ago the magnitude of the task which he assumed and has spent too much of the term in preparation for work.

To be diligent servants, we must become thoroughly grounded in historical, theoretical and practical pedagogy. The works of Rosenkranz, Bain, Spencer, Fitch, Comenius, Quick, Sully, Tate, Harris, Parker and others must be the foundation stones upon which we build a superstructure. From those authors every educational worker gleans the ten commandments and the creed of his educational life, a creed not so unchangeable as those of the religions, but ever susceptible to the influences of the truth of to-day as found in newer books and a credible journalism. Mercy be upon him who in his narrowness of thought and education works out his own plan of supervision without first marshaling to his aid the best the centuries may have hidden in books.

The city superintendent is to a large extent the regenerator of methods of teaching. Not less equipped is the county super-

intendent. He secures the confidence and leadership of his teachers to the extent which he deserves. With a preparation which, as Francis W. Parker says, "Is able to teach teachers how to teach," the commissioner becomes the influential school man of his district. Other things being equal, he is fitting himself for a broader and more profitable field of work when the politicians turn him down. Broad-minded, liberal, persistent, skillful in his line of work, the commissioner goes out among his schools not "to make petty suggestions in regard to petty details," but to do the work of an intelligent, discriminating superintendent, having professional qualifications, the influence of which is needed even in the smallest schools, and which will help more than any other one thing to give us better teaching, and as a sequence higher standards. Much of the educational energy of to-day is turned upon the perfection of expert work. It is within ourselves to take a long step in the direction of expert supervision.

The visiting of a school is the practical test of his value as a supervisory officer. This visit should not be for less than one hour. A half-day is five or ten times better; but other duties prevent most of us using so much time. One visit is not enough to judge with accuracy of the work of the teacher or school. One of the surprises in my work has been to find the same teacher's work one day remarkably poor and on another remarkably good. The inspection of the program is an important feature of the visit. A teacher and school are very often aided by criticisms as to the order of classes and the allotment of time for each. In the school of average size I deem it unwise for the commissioner to appear as an examiner of classes. The pupils scarcely ever know him so well that they forget the fact that he is a commissioner, a person to their judgment terrible in every respect. He may be able to hold their attention for a development lesson, but not for an examination. His lack of knowledge of the individual characteristics of the children prevents his securing results which have a value compared with the time which he takes. In visiting a school usually the quietest methods are the most effectual. A careful estimate of the teacher's work and its judicious criticism will be worth more to the school than to examine all the classes. As she goes about her work we can value her teaching power in the tact which she displays in handling the pupils and the

subject. We can calculate the thoroughness of the preparation for the recitation, the accuracy and persistency which characterize her as a student, the power which her experience has given in the art of questioning, the practicability of her work as a whole, the promptness of her manner, and her ability to hold attention. In what does she excel as a teacher? In discipline, does she rule by muscle, by will-power, or by inspiring self-control? How much of kindness and firmness does she possess? From the appearance of the room, tone of voice, manner and dress, we form an estimate of the influences which have been predominant in the home life and which will have an important bearing on the future character of the child. What is the spirit of the school? Is it alert and interested, passive or depressed? Is mastery the watchword? There is room for none other.

In methods of discipline teachers are ever ready to ask advice which makes it comparatively easy to aid them in this line of work. Where laxity is especially noticeable in young teachers a personal talk is necessary. Whatever criticisms are made, the pupils ought not to hear them. Courtesy demands that from the commissioner the pupils ought never to know but they have a teacher in every way successful.

In connection with the work of supervision we must use every reasonable effort to have successful trustees retained in office. Their task is a thankless one, but often a word from the commissioner will keep the good man in office. Experience teaches that the trustees least qualified for the office are the most difficult to deal with. It is a worthy ambition to so manage your business with the trustees that they will consult you in the selection of a teacher. Boards of education are not slow to ask the advice of a commissioner in whom they have confidence, but a sole trustee is not likely to ask a recommendation unless in some way you have impressed it upon him that combined judgments will in almost every case prove an advantage to him and his school.

Some may say that the work of supervision is greatly magnified; that in Germany, for example, where the best results are obtained, but little attention is given to it. It is a question of supreme importance, and however it may be decided in Germany, nowhere are teachers held so responsible for results as there.

We must secure the results; by combining skillful supervision with skillful teaching we ought to secure better results.

While a multiplicity of duties keeps us many times from doing the things which seem so necessary to be done to keep in touch with the teachers and pupils of a hundred schools, I suggest as material aids in supervision that a marking system be used in estimating teachers in the class-room; that occasional reports be secured of the things most desirable to be known about the school; that a newspaper recognize weekly the good things tried and accomplished. The importance of professional training, teachers' associations, institutes and summer schools must be continually magnified. Honest, faithful effort secures its just reward.

Commissioner Elwood's paper was discussed by Professors Stout and Downing and by Commissioners Maxson and Parsons.

Professor Stout said:

There is not a commissioner of experience present but would recognize that the most valuable part of the school commissioner's work is included in intelligent supervision. How he may perform the duties of supervision intelligently within the time at his disposal is a problem in which few have reached anything like a satisfactory solution. * * * Some school commissioners have 200 school districts before them, with roads only in name over many sections of their districts, and I have come here to this association to confess to you that I have no panacea to give in this direction whatever. * * * The able paper to which we have listened has suggested probably better than I could do the details necessary in supervision. The commissioner, from his experience realizing the short time at his disposal, has epitomized the points under consideration. One point to which I would call attention is probably the most valuable suggestion on the whole to me; that is, that it should not be deemed among commissioners making their first rounds, absolutely necessary as part of the duties of the commissioner that he should make a speech. After a few years you will find that speech-making in schools is lost time; that the school commissioner who sticks to his place, allows the business of the school to go on uninterrupted by him, notes what is going on around him and afterwards points out to the teacher where

improvements can be had, calls attention to improper methods, or commends what is good, has done probably the best work he can do. Some few well-chosen words to the pupils of the school giving directions to them, is better done by the occasional word than by the speech.

A year or two years ago in the National Association of Superintendents of the United States the question most discussed of all was how to get a better teaching force, and there were two sides to that discussion. The one side was for summarily lopping off all teachers but those qualified. The other side took the material at hand and elevated and trained it and made from it the teaching force, throwing aside only that which they found to be impossible to raise and to help.

I will say from my own experience as school commissioner, and I think I voice the experience of those commissioners who have been supervising the schools, who have been called upon to hold together the teaching force, that it will be absolutely necessary for them to keep the best material at hand. They will find that they can not summarily reject and throw aside everything that falls below a standard. They will find that the necessities of the case force them to be something of a teacher, an educator. This thing, too, is apparent in the work of supervision on the part of the commissioner. I have found that the commissioner who is in commissioners' associations, who meets other commissioners and talks of supervising affairs in his district, who spends some time in visiting normal schools of the State, in fact, who is out on the road after knowledge, is the man who survives, who makes a record as a supervising officer, because he adds to his experience day by day the experience that comes from others, and he takes these, combined with his own, and gets satisfactory results.

The school commissioner who stands before his teachers and advises them upon educational works without himself having been guilty of looking into the pages of one of them, is not likely to be a leader among the teachers.

The work of supervision that follows is in capable hands, provided these commissioners have an opportunity to direct their energies towards supervision, and are allowed to follow out their opinions as to the best they can accomplish in the exercise of the duties of their office, and I hope that the Department of Public

Instruction will see their way clear to having the commissioners relieved of some of their clerical work, and raise them more and more to that position which they should have, the work of true supervising officers.

Commissioner S. W. MAXSON. — The fact is that as supervising officers we don't have the control over our districts. We are not consulted as much as we ought to be. I have seen teachers going into schools when I knew they would make a failure of it. They might succeed somewhere else. The trustees had hired them without consulting me. In one case the trustee consulted me about a new teacher. I wrote him at once that he would not do at all — that in my opinion he did not belong in that school. "Well," he said, "I had hired him before I wrote you."

The last speaker has said that we were to be relieved from this clerical work; that we have to become supervisors, not clerks; but he did not tell us how this was to be done.

I would like to see all this work, amongst the lot, the examining of papers and everything of that kind, shoved upon the Department and shoved so that it will stay there. We can secure it, and later in the meeting we will hear something from the Department.

After replying briefly to Mr. Maxson, Conductor Downing referred to the matter of supervision. I think the gentleman who read the paper has really put before the association the chief difficulty which attaches to the order of supervision. Without making any question about the men who are now holding the office or the men who have held the office in times past, there has been in the educational system of this State a painful lack of professional ability among school commissioners. The school commissioners themselves are the men that must remedy this. It is not the people nor is it the politicians, but it is the commissioners themselves who must reform the system during their term. Six or more years of office must put the mark of professional ability upon their work. The gentleman who wrote the paper suggested that there are men who undertake the supervising and licensing of teachers and examination of schools and the supervision of buildings, who know absolutely nothing about them from a professional standpoint. When there shall come to the office of school commissioner those same qualifications as

come to the superintendence of a city or village school, it must be based on scholarship. There must be some basis of scholarship and experience along the lines of professional training of some authorized school that lays down the fundamental principles at least of the years past and the ages present. Just as soon as the candidate shall bring to the office these qualifications then you will begin to get intelligent supervision.

The fundamental difficulty of supervision is that the commissioner took about two years of the first term of office to gain experience in supervision, but by and by, I think, when this shall come, that is, the educational qualification and requirement of scholarship, the gentleman from Jefferson will have no cause to complain.

Adjourned until 2 P. M.

WEDNESDAY AFTERNOON.

On reassembling Commissioner S. W. Maxson, chairman of the committee on legislation, presented the report of said committee, which he read :

REPORT OF COMMITTEE ON LEGISLATION.

Your committee on legislation beg leave to submit the following report. Obeying the instructions of this body we gave our exclusive attention to the interests of the Township Bill. The Legislature passed no laws affecting the common schools, excepting a few changes proposed by the Department of Public Instruction, and tending to simplify present laws and remove minor defects therefrom.

Your committee must make an exception against the amendment changing the time of the annual meeting from the first Tuesday to the fourth Tuesday of August. This change is not for the best interests of school districts having but one trustee, and most of the rural districts have sole trustees.

Unless there are objections to the holding of the annual meetings on the first Tuesday of August that are unknown to your committee, the date for holding said meetings should be changed back to that time.

Your committee regrets that their efforts, aided and supplemented by the individual efforts of many other school men, were not successful in securing the passage of the Township Bill. We

will leave it to the association to decide as to where the blame for the failure rests, and will submit a brief record of our work. Early in January, 1893, members of your committee spent three days in Albany in consultation with Superintendent Crooker, the institute faculty and other members of the State Department of Public Instruction in trying to perfect an optional bill in accordance with the vote of this body at its last annual session. It was found that this change necessitated so many changes in the original bill that the State Superintendent advised that the bill be rewritten. Accordingly the institute faculty were asked to rewrite the bill, which request was acceded to, and after a lapse of two or three weeks the full committee was called to Albany and the new bill examined and approved.

Senator Bloodgood was asked to introduce the bill in the Senate, and to care for its interests in that body. Mr. Quackenbush, of Schenectady county, was selected to do the same in the Assembly. The members of the committee improved every suitable opportunity to explain the bill to members of the Legislature. A joint hearing before the committee on education for both houses was held, and no serious opposition to the bill was encountered. It was decided to push the bill to a vote in the Senate first, then substitute the Senate bill for the Assembly bill, and urge a vote in that house. Unfortunately for the bill, very soon after this time Senator Bloodgood was taken seriously ill and was obliged to return to his home, as the event proved for the remainder of the session. Other friends of the system urged forward the bill, but at this time the statutory revision committee declared that the plan of taxation provided for in said bill was entirely illegal.

The chairman of the Senate committee on education then prepared a substitute bill, which was accepted by your committee, after consulting all the members of this body possible in the limited time at its disposal.

While this substitute was not entirely satisfactory, it was thought best to secure its passage, then it could be amended as its defects should become apparent.

This bill soon passed the Senate with practically no opposition, and in due course was sent to the Assembly. The session was so far spent that all felt the need of getting the bill out of com-

mittee and in the order of third reading at the earliest possible moment, and at this point your committee were very unfortunate in their efforts to secure immediate action by the Assembly committee on education, and when the bill was finally favorably reported and placed on the calendar for final action, it was so late in the session that the bill was not reached in its order before the final adjournment. Your committee believes it would be folly to give up the struggle for this much needed reform. It is believed that an earnest effort on the part of all those friendly to this system of school management will almost certainly result in the passage of the measure at the coming session of the Legislature.

Many of its more prominent members are warm friends of the system, and doubtless many others can be won to its support if those favoring it will be as active in explaining and defending the measure as those opposed will be in trying to defeat it. To illustrate this need of personal work we desire to call attention to the fact that last winter a member of your committee met an Assemblyman, one of the Assembly committee on education, representing a county which has been represented in this body by two commissioners, both of whom have always been warm friends of the township system. In fact one of the two has been a member of the committee to perfect and urge the bill since the work began in 1889. Still this Assemblyman had never heard of the measure till a very few days previous, when he had received a letter from a commissioner representing a distant county, who attacked the bill and undertook to convince him that the best educational opinions and interests were against its adoption. After having the matter explained to him he supported the bill, but he ought to have been its warm friend on his arrival at the the capitol. Unless the friends of the system are interested enough to be willing to do this personal work for it there is no reasonable chance for its adoption. Believing that a large majority of the members of this association are ready to do all they can in this direction, we recommend the adoption of the following resolutions:

Resolved, That it is the sentiment of this association that the adoption of the township system of school management will be very beneficial to the cause of education in this State.

Resolved, That the legislative committee be instructed to endeavor to secure the passage of a bill providing for the optional adoption by towns of the township system.

Resolved, That this association pledges to said committee its active co-operation and support.

Respectfully submitted,

S. W. MAXSON,

C. H. WILSON,

JOHN T. SMITH,

Committee.

Prof. A. S. Downing opened the discussion on the report, and said :

“In opening the discussion on this report, the first subject of which I make mention is the time of the annual meeting, the change from the first Tuesday in August to the fourth Tuesday in August. The committee report adversely on this change, but offer no resolution. They say that unless there are special reasons for keeping it as it is that they would recommend that it be changed. In discussing this report I should say that a separate resolution would be in order from this legislative committee, asking the Superintendent of Public Instruction to see to it that they do change it to the first Tuesday in August.

There is not the slightest question that the change which was made last year works to the detriment of the schools in every commissioner district in the State. Now there may be some reason for its having been changed from the first Tuesday to the fourth Tuesday in August. I think a separate resolution from your legislative committee would be in order asking for its change back to the original date.

The next question that I would discuss is to leave to the several commissioners present to determine where the blame for failure of the optional township bill to pass the Legislature may be put. There is no question in my mind where the blame belongs. It belongs primarily with the body of school commissioners represented here and represented in former years in your school commissioners' meetings. When this subject was really first thoroughly agitated in New York there was a paper presented there by C. W. Bardeen, of Syracuse, giving the history

of the township system. Complete and full, showing that in the main wherever the township system has been in force it has been for the elevation and uplifting of the schools. You know we have come to these meetings discussing the township bill, and finally we have come to the point where we are. We instructed the legislative committee to devote their entire energy to the passage of the bill.

We must meet our Assemblymen and our Senators and talk to them. We find they know nothing at all about the bill except that such a bill is discussed and that it is revolutionary.

The only way you can combat revolution is by talking to the people. Give them to understand that the township bill will put the educational interests of the State of New York twenty-eight years in advance of what they now are.

We don't want a substitute bill. We want the township bill. What we want is a resolution that the township bill is absolutely necessary to the welfare of the schools of this State. You go down there with blood in your eye and fire in your soul, with that resolution, and that it is absolutely necessary to save the common schools of this State, you can rest assured you will get that bill through."

PAPER ON THE TOWNSHIP SYSTEM BY COMMISSIONER FRANK W.
McELROY.

Preliminary thereto the commissioner said :

I received a letter some time ago from our most worthy president, asking me to say something upon the township system at this time. He expected, I suppose, that I would state something of what I saw in Wyoming county. He said to me that some of the commissioners of the State would take part in this discussion, and I want to make it a prominent feature on this occasion. I began to think within myself how I am going to come at a question which is of such vast importance and come before this body with an intelligent thought on this question.

TOWNSHIP SYSTEM, BY COMMISSIONER F. W. McELROY.

As I turned my attention a short time ago to the preparation of a paper upon the centralization of common school authority to present before this august body of ladies and gentlemen, constituting, in a great measure, the supervisory powers of the school system of this great *commonwealth*, I asked myself the question, "What remains yet to be said upon this very important question, which will hasten on its materialization?"

The points in favor of a unit system of education have been so thoroughly discussed by the prominent educators, not only of our own State, but of every State in the Union, the Dominion of Canada and the most enlightened parts of Europe, until its utility and desirability have passed beyond an argumentative point and now awaits an action to determine whether we shall have it or not.

The exhaustive and comprehensive paper upon this subject, presented before this association by our cooperator and teachers' friend (C. W. Bardeen), at its meeting in New York five years ago this present month, which no one will attempt to emulate, must yet be fresh in our minds.

At the beginning of that article he said, "The question now is, not whether New York will adopt the township system, but when it will adopt it."

I certainly believe that Mr. Bardeen, in that statement concerning the status of unifying the school system, struck the keynote of to-day.

The first attack on our diversified individual school system met with open rebuke and defiant opposition. Popular opinion was against it. Legislative authority disapproved of it and school officials entertained thoughts of the proposed change as being a dangerous battleground.

The opinions of the school commissioners of the State, which were given in 1889, were many of them either opposed or in doubt regarding the utility of the change. The report of the special committee on the township bill, says: "There is no doubt of the increasing interest in the township system of schools in

this State." In certain localities this *may* be true ; but as far as I have knowledge it is a matter in which the average citizen manifests little or no interest.

After the agitation of the question at Batavia in 1891, sixteen of the commissioners of the State, in their written reports, which were published in the thirty-eighth annual report of the Superintendent of Public Instruction, made reference to the matter and all were favorable; while in the thirty-ninth annual report, only eight of the 113 commissioners of the State referred to the matter in any sense whatever. Of this number, four were in favor, two were indifferent and *two* were opposed.

The same committee commenting farther upon the subject, remarks: "Experience has shown that the warmest friends of the *township system* are those who most thoroughly understand its provisions." This I believe to be perfectly true ; but as far as my own experience leads me, I feel safe in saying that the provisions of the proposed change are not generally understood.

In carefully reading the comments of the commissioners upon the plan as set forth by Mr. Bardeen, the bill proposed by Mr. Ainsworth or the one later by Mr. Peck, and the report of the special committee, that many of them read it with the emphasis all placed upon one or another of its sections thereby rendering the meaning very different from that intended by the authors.

Right here there comes to my mind an incident which occurred in our county, some time ago, at a teachers' institute. Having been given by an institute conductor, doubtless many of you are familiar with the catch, but please pardon me for using it as it illustrates my point fairly well. A young man who was very prominent in the institute (in his own estimation), whose hand went up on almost every question, and mouth flew open ready to answer, right or wrong, was given a short statement and asked to read it, giving to each word its proper emphasis and inflection to convey its full meaning. He arose and read as follows : "The dog would have *died* if they hadn't *cut* his *head* off."

Give, if you please, that familiar hymn "Must I be carried to the skies, etc.?" to six different ministers and ask each to read it, and it will be a wonder if you are not impressed with six

different meanings to that hymn by the changing emphasis upon the first six words.

Must I be carried to the skies?

Must *I* be carried to the skies?

Must I *be carried* to the skies?

Must I be carried *to the* skies?

Must I be carried to the *skies*.

Must I be carried to the skies?

After this *manner* some seem to catch sight of one particular section which might possibly, in certain localities, be a little objectionable, to the utter disregard of all others, until the entire change is thought to be worthless. I have been greatly amused at some of the answers I have received as I have asked different individuals what they thought of the proposed township system of schools. One who was in the Senate at the time the bill was introduced asked: "What do you commissioners think of it? You must be sick to advocate a system that will take away *your* bread and butter and carry us back to the thing which we worked so hard to leave forty years ago." One who was in the Assembly said the chief objection seemed to be so many frequent changes. That it was now almost impossible to keep pace with school management. The enterprising *farmer* will tell you that he doesn't propose to help support one of these aristocratic village schools, while the village board will emphatically tell you that they don't care to have any country greeny interfering with their business. One commissioner says: "I believe in progression and not retrogression." All these notions, with many more, is conclusive proof that people do not understand the proposed system.

I said at the beginning: "The proposed system, with the majority of educators, has passed beyond the argumentative point and now awaits action."

The first question is, then, are we ready for the change? As far as I am able to see from a common school standpoint I answer yes. I feel that the time has fully come in which some advanced steps in our school management should be taken. The teachers' quota, the uniform examinations, the common school grading and the new library appropriations each subserves our school system with an uplifting tendency, but we have proceeded

about as far along the line of advancement as we can go under an individual system of management.

The statute of our State provides for two offices to which a far greater degree of responsibility is attached than most people realize, that of school trustee and overseer of highways. Scarcely anyone can be found to accept these positions other than as a matter of drudgery; hence they manifest but little interest in their work. District trustees are generally elected on one of three platforms, either to hire a niece, a nephew or an intimate friend, or to repair a school-house for the purpose of spiting somebody, or to manage a school just as cheaply as possible.

School law delegates a wide range of authority to a school trustee. Under the present system a course of study adeptly followed is an impossibility in the common school. This is not wholly due to a lack on the part of the trustee, but largely on account of his having in his employ either a sleepy, incompetent, second-grade teacher, or a young, inexperienced third-grade teacher, barely 16 years of age, whose mind is filled with giddy thoughts and youthful aspirations. My heart has been many times pained during the past three years, as I have gone from school to school, to see so many cases where the school funds are squandered, and time, which can never be regained by our boys and girls, wasted. Yes, wasted, simply to give employment to some boy or girl whose circumstances demand something to do as a means of support. Our schools, of all institutions in our land, should never become *charitable* institutions.

On the conditions that teachers pass the uniform examinations and friendship are the only requirements requisite to a teacher securing a position in the common school, I have now in my mind one teacher who has held two second grade certificates under the uniform examinations, and yet her teaching is in every sense a failure, and could I have my say she would teach no more while I *have any thing* to say. I have repeatedly talked to her about the laxity of her class work, the irregularity of her pupils' attendance and the futility of her school management; and yet the trustees say the pupils like her. She wins them with kisses, candies and liberties. Why shouldn't they love their teacher? Methinks there will come a time when kisses, candies and liberties

will fail to hold a position for the boys and girls when they reach the busy marts of life. But some one will ask, haven't you the power to withhold from such a teacher a certificate? I don't know that I have. She passes the examinations according to requirements, maintains a moral character and, I suppose possesses the ability to instruct if she doesn't manifest it.

I half imagine some one is already to ask, you don't suppose these errors will ever be corrected, do you? Not completely, but in a great measure they can. But it will never be accomplished by attempting to supply the place of a teacher who can fitly command \$7 per week with one who will work for \$4.87½ per week.

A great deal of stress has been put upon a change of system for the purpose of equalizing taxation, better school buildings and a more elaborate supply of apparatus. While I am in full sympathy with these advantages to be derived from a centralization of school authority, I do not believe that these objects stand paramount in the discussion of the theme.

The question is, can we have better rural schools? According to our State Superintendent's last *annual report* there were registered in the towns of this State 534,433 pupils. Of this number about 60 per cent or 320,659 were found in the common schools, and from the best knowledge we are able to glean from statistics, we conclude that about four-fifths of this number or 64,131, never go beyond the advantages given by the common school. Just consider with me for a moment, if you please, the advantages which the common school now proffers. Please permit me to refer to my own locality because of that I have positive knowledge (by the way, I suppose the second commissioner district of Wyoming county is not so much unlike many other commissioner districts of the State). We had in our common district schools last year 2,022 pupils of school age, under the supervision of eighty-one teachers, giving to each teacher an average of twenty-five pupils. During the year, nearly every school in the district had the advantage of two of the uniform commissioners' examinations, and as a result of the eighth-grade work, I had the honor of issuing eight common school diplomas.

Fellow commissioners, something is wrong, and where is the difficulty?

Of course the fault is not in the commissioner, and I will not admit that the boys and girls reared in the bracing atmosphere of Wyoming county's heights are not as bright as the boys and girls born and reared within the palatial dwellings, whose frescoed walls and silken tapestry give light and hope to the village home. Not that at all, but it is the chaos of school management.

This I contend the township system purports to regulate. But, says one, inefficient men will find places on the board of directors. Possibly that is true, but it would be a strange coincident if all the members were incompetent men, while now the sole trustee is the sovereign of the district. It is now next to an impossibility for the commissioner to know anything concerning the time schools are to begin, the length of terms and number of terms in a year or name of teacher. All these are very important for a school supervisor to know.

School reports are very difficult to obtain under the present management, and do your best, yet they are defective. If official papers provided by the Department are supplied to the districts, under the present management, it is a question if they ever see daylight but once after leaving the school commissioner's hand, and that will be when they are first relieved of the wrapper inclosing them for mailing purposes. Now you may think me a little hard on the school trustees. No, I am not. I respect the trustees in the second commissioner's district of Wyoming county as much as any class of men I know. They are, with two or three exceptions, gentlemen; and the exceptions are ladies. They are a class of people who have business of their own, and have no time to make school work a study, and the school commissioner has no opportunity of talking matters over with them without visiting their homes for the night to share their hospitalities in a beggarly manner. As regards the trustees' clerical work, it is an insult to ask them to do all the work without a cent of pay.

It seems to be a popular fad now days for people writing upon educational subjects to berate, in a sarcastic manner, the higher grades of education, by saying: Teach more arithmetic and less

trigonometry, more English and less Greek, more of United States history and less of Cæsar's bridge, more penmanship and less art. Now, I believe that trigonometry, Greek, the mystified translation of Cæsar's bridge and fine art, each have their place in the Empire State school curriculum, and while I would not, in any way, assist in removing a single prop, a particle of the chinking or bit of cement, which constitutes the foundation upon which rest our State universities, normal schools and colleges, yet I believe, with Superintendent Crooker, that the common schools are being neglected for the advancement of higher education. Let us not, in our advocacy of a change in system, attempt to tear down the higher system of education, but strive ever to bring squarely under it with plumbet and line the only true foundation upon which it can rest — the common school.

If it is desired and the time has come for the change, there remains but one question more : " How can it be brought about ? " The contingency surrounding this question renders it a very difficult one to answer.

We may build the ladder on which we may hope to rise from the needs of the isolated district school, to a legislative enactment in safety, but when we have it completed I fear we shall find many a defective round over which a passage will be difficult.

Of the 160 men sitting in legislative deliberation eighty-one must in some manner be induced to give their consent and this number cemented with the Chief Executive's signature.

We have now in the commissioners' force sixty-two gentlemen and two ladies, who have but recently assumed the duties of their office, and it yet remains to be seen whether they are already believers or if a protracted effort must be resorted to for their conversion.

This ideal system has no moneyed corporation behind it, no political influence to stretch forth its powerful hand which will hasten on its enactment ; hence, if done at all, it must be through the combined, untiring efforts of this body of school superintendents and school commissioners aided by the efficient engineering of the State Department of Public Instruction working upon the press and members of the Legislature and not by penciling over

our signatures "I am not in sympathy with the sentiment expressed by a large majority of the school commissioners of the State in regard to the township system."

It seems to me the principle involved is radically wrong. It is an admission that popular self-government is at least a partial failure and that the people can no longer be trusted. I am convinced that many of these who are strongly in favor of it have never given it that careful study which a complete revolution of our existing school system demands. The demagogue is as dangerous as the foggy.

Commissioner Maxson offered the following resolution :

Resolved, That it is the sentiment of this association that the adoption of the township system of school management would be very beneficial to the cause of education in this State.

After much discussion the resolution was amended as follows and adopted :

Resolved, That it is the sentiment of this meeting that the time has arrived when the adoption of the township system is an absolute necessity for the further progress of the educational interests of the State.

Prior to the adoption of the aforesaid resolution there was a very full and animated discussion with reference thereto. It was favored by Commissioners Maxson, Finley, Smith (St. Lawrence), La Rue, and was opposed by Ex-Commissioner Bartlett, of Seneca.

It is impossible to give in detail the remarks of the several members of the association upon this subject.

Commissioner Finley said he was heart and soul in favor of the township system. I believe it will be for the best interests of the schools of the State of New York if the law can be enacted; but I am not in favor of loading upon it the local option feature for the purpose of getting it through.

Commissioner Smith, of St. Lawrence, said: It would seem that it can not be passed without the optional feature, and without said optional feature he would object to its passage.

Deputy Superintendent Sandford heartily favored the adoption of the resolution. He cited the instance of a town in the first commissioner district of Westchester county, wherein the township system had been adopted and was in successful operation.

In the town of Mamaroneck, in said county, there is but one school district and the board of education is composed of three members. They are elected from the entire town, and never in the history of the town has the district succeeded in electing better men for trustees than now, and never in the history of that town and never in the history of his old commissioner district, which contains so many good schools, has there been a better feeling prevalent among the inhabitants regarding educational matters and interests than now. There are no better schools existing to-day in the towns of Westchester than those controlled under the township system. My own experience goes far to prove that it will be a better system than the old district system, and I hope the coming Legislature will do what the Legislature of last year refused to do, to wit, pass the township bill in the interest of the great cause of education of the entire State.

Commissioner Strough said that now, as at all times, he stood before this association in favor of the township system for the local schools of the State. At heart I would like it mandatory. I believe, however, that it can not be passed in that form, or at least that the chances are not so good as with the local option. I think that if the school commissioners go ahead in earnest to secure the passage of the township bill that the present Legislature will adopt it.

Ex-Commissioner Bartlett said: The time allowed for me to say anything in regard to this question is too short to answer the elaborate arguments made in its favor. I have studied the township system carefully. I think that it is a regular union of boards, making an entire whole. I do not deem it for the best educational interests of the State, and I shall oppose it so far as I can.

Ex-Commissioner Parsons said he had taken pains to consult some of the most prominent citizens in reference to getting their views after they had had time to examine the merits of the bill, and he found that generally the citizens were opposed to it. He believed that the sentiments of the community were that they were opposed to it, and did not wish to relinquish control of the local school district.

Ex-Commissioner Finegan inquired of the commissioner whether the sentiments expressed by him were the sentiments of the community or the sentiments which had been created or educated in said community by the commissioner who spoke.

Dr. Jas. M. Milne said: Two years ago I had occasion to express myself as heartily in favor of the township system. I went home doing as I agreed. I went, as I agreed, and saw our Senator and our Assemblyman. I conferred with them and obtained their aid to push the township bill. I agree with the committee that if there was less talk and more action the bill would be a success. Not a new idea has been presented, some have been amplified.

The great fear is in that the boards should be limited in their rights.

You will remember that it took quite a while to be educated up to the high standard of the uniform system, and is it any wonder that the trustees, the people, should be so slow in being educated? I would like the bill introduced in its entirety. I would like to see it thrust into the arena where friends and foes would have a hearing.

Now is the time for words and acts.

Mr. Skinner said: A new commissioner said to me to-day that he did not know how he could vote on this question because he did not understand it. I do not think it would be fair to ask the sixty-five new school commissioners to place themselves on record until they have been given an opportunity to understand it.

Mr. McElroy has well stated that he was surprised that this question was so little understood, that in talking with the people and the trustees in his district, they confess they know nothing about it. How is that to be remedied? We have come to these associations for many years and read and discussed papers concerning the township system. Our papers have been published in the annual reports very fully. These reports are supposed to go into school district libraries, but we have seen no snap shots of people tumbling over each other to get at these annual reports to read what is in them. How are you going to educate the people until you give them something concerning this bill, and how is this to come about except thro' the people who are interested in it, school commissioners, superintendents and everybody else who believes in the system. We live in the Empire State.

“We point with pride” to our great system of education and our systems of government. Yet to-day, with all our greatness and intelligence, there are school houses built of logs, there are many school districts in the State of New York who elect school trustees who cannot read or write. There are hundreds of school districts in the State who boast that they receive \$100 teacher’s quota every year which the State hands down to them, and for which it taxes the people, and with this money pay the wages of teachers, buy their supply of wood and repair their school houses and have a little balance left. We have these things existing in the State of New York. I say now as I have said before, that the common school districts of the State are year by year growing weaker and weaker. You old school commissioners know that the new commissioners will know it the more you study it. I reaffirm what I have said for many years of the township system — it is the only system which will save the country school districts from utter annihilation.

The progressive people in thickly settled communities are drawing the pupils away from the small districts and are growing rich and strong themselves. It must become a matter of self-defense with the people living in the country districts to rise up and demand the township system, which will give equal rights and equal taxation to every school district in the town.

I ask the new commissioners who are here (and those who are not here I hope will do so) to read in the last annual report of the Superintendent his remarks on the township system. If that chapter will not open the eyes of any reasonable man in this State to the importance of enacting the township system into law then nothing will. There you will see that in some school districts it costs fifty dollars per capita to give pupils the benefits of education. In another town adjoining it costs three to five dollars per capita. No wonder they are complaining about taxation and inequality. As has been well said this afternoon, there is very little danger in electing a township board of directors to manage school affairs. There is very little danger that you will not get the best educational men in the town. This township bill means to give to every township the benefits which now come through the union free school system.

Let the Legislature know that in your honest judgment the township bill is an absolute and a vital necessity to the progress of our educational work, and then all of you put your shoulders to the wheel. Let your Members of Assembly and Senators know what you want and know what you mean to have, if united and vigorous action can accomplish it.

Conductor Sanford said :

I would like to remind the commissioners that there are districts to-day in Sullivan county, through which passes the rich Delaware and Hudson canal, who have had the wisdom many years ago to apply to the Legislature for an act enabling and empowering them to levy every year a tax upon the property of that town equal to the amount received from the State for schools and then to be distributed by the supervisors in the same ratio as the school money is distributed. In the town of Dunkirk, in Chautauqua county, they have a township system, and they have had it for years ; also, in the town of Grand Island, in the Niagara river.

I have conversed with the people where they have the township system, and I have never heard a man regret that they had the system and would like to go back to any other system.

Commissioner Hill said :

I believe the township bill to be a good thing. Our schools in the country districts are suffering simply because they do not put in good material, and it seems to me that as I read the article upon the township system that it is going to obviate the difficulty.

Commissioner Smith (Chemung) said he was surprised at some of the things said here to-day regarding the township system. He had been for some time an advocate of said system and favored it to-day.

The discussion was further continued by Commissioner Hoffman and Conductor Sanford. The latter thought that the Convention was ready to vote and he called for the question. Before the question was put Dr. William J. Milne of Albany said :

I believe that if this body of intelligent men and women, gathered from all parts of the Empire State, was determined that this bill should be put through the Legislature it will go through. If every man and woman will do his or her duty the township sys-

tem will become an accomplished fact. Urge upon your representatives in the Legislature the passage of the bill, urge its absolute necessity and the stronger you make your resolution the better it will be. Impress upon the Members of Assembly that their political salvation depends upon the passage of this bill. This is the only way to do. If the bill becomes a law the commissioners must act speedily and effectively in the matter.

The question upon the adoption of the resolution was then put and it was carried by an overwhelming majority.

Commissioner Maxson offered the following resolution :

Resolved, That the legislative committee of this body be instructed to use every honorable means to secure the passage of a bill providing for the optional adoption by towns of the township system, and that this association pledge to said committee its active co-operation and support.

Adopted.

Superintendent Noyes of the Rochester city schools said :

I presume you are now about ready to adjourn, and I desire to extend to you an invitation. I believe it is the practice of most gentlemen seeking office never to accept an invitation, but always put themselves in the hands of their friends. Now we come to get you to put yourselves for a brief space in the hands of your Rochester friends. The official committee on entertainment, Messrs. Chapin and Brainard, have prepared a little surprise for you and as soon as you are ready to suspend your order of business they will be very glad, I am sure, to take you in charge, and on behalf of the department of public instruction of this city, I extend to you a very cordial invitation and advise that you put yourselves in the hands of said friends.

Commissioner Brainard moved that we adjourn until half-past 9 to-morrow morning, and after adjournment we will proceed to the Rochester Free Academy to meet the local committee in accordance with the invitation extended by Superintendent Noyes.

President Harrison announced the following committees : Auditing committee, Commissioners Elwood, Marlatt and Moran.

Committee on place of meeting, Commissioners Twitchell, Fordham and C. D. Hill.

Committee on resolutions, Dr. James M. Milne, Commissioners James D. Sullivan and Martha Van Rensselaer.

Adjourned.

THURSDAY, JANUARY FOURTH.

Meeting called to order by President Harrison at 10.05.

Prayer offered by Rev. Dr. Stebbins.

Dr. James M. Milne, principal of the Oneonta Normal School, read the following paper :

PAPER ON TEACHERS' INSTITUTES BY DR. JAMES M. MILNE.

"The curtains of yesterday drop down, the curtains of to-morrow roll up; but yesterday and to-morrow both are." So wrote Carlyle in *Sartor Resartus*. And has not every earnest, thoughtful man stood at a like point of view and measured the prospects from the retrospects of life ?

The glance of man's mind can never catch all the fickle changes of time. The yesterdays are coned to help the to-days, for the enduring faith of to-day must be rooted in the experience of yesterday. Our backward glance is for encouragement and faith ; our future outlook, for hope and opportunity.

With to-day as our point of view, the subject assigned for this paper has a backward and a forward look.

This especial time lends a peculiar touch of interest to the backward glance, for with the year just garnered was also gathered the fiftieth anniversary of the establishment of teachers' institutes in New York State, or rather let it be said, the fiftieth anniversary of the first teachers' institute in the world.

This city, in which we are holding our meeting, lends added interest, for Rochester was the third place in this State in which was held a teachers' institute.

Three claimants contend for the honor of holding the first institute. The city of Hartford, Conn., presents the claim in a pamphlet on teachers' institutes, published in 1848, by William Russell, formerly editor of the *American Journal of Education*. The claims of the then village of Watertown, in this State, are urged by Samuel N. Sweet, in a treatise on teachers' institutes, also published in 1848.

Ithaca cites in her behalf the burden of concurrent testimony, and the proof found in the accepted reports of departmental records. That there may have been meetings of teachers in Hartford prior to the Tompkins county institute, need not be disputed, but, if these meetings established or created anything, the claim must be confined to their being the forerunner of summer schools or the general city teachers' meetings, so common to-day.

In considering the status of the Watertown meeting, it must be kept in mind, that the training class system in New York State had been established but a few years, and was the product of a fight, or contest, between the advocates of the Prussian system of training teachers, and the friends of the established academies.

The outcome of this fight for State aid and State fostering antedates but a few years, as we have said, the teachers' institute system. Popular feeling had been aroused and popular opinion had been educated in favor of training classes and their practical fruitage, and the Watertown gathering was simply an enlargement and adaptation of the training class system into a summer session for those desiring to be teachers, or as a school for review of subject matter for those teachers that might care to avail themselves of its scholastic advantages.

This Watertown experiment, undoubtedly was one of the earliest of the summer schools and did much toward directing attention to the so-called drills, which in those early days formed so practical and so potent a factor in reviewing scholastic subjects preparatory to teachers' examinations.

Those drills must not be confounded with the notion of teachers' institutes, or mistaken for them. One of the early county superintendents of Albany county, in his report to the superintendent of common schools, says that he had established drills in nearly every town in his district, and had formed a teachers' association, but not yet had he been able to have a teachers' institute. These drills were so closely allied with the teachers' examination, which generally came at their close, that, to-day in the eastern part of the State you will find old people, who will speak of the uniform teachers' examination as drills.

The concensus of testimony and evidence would seem to grant to Ithaca the honor of holding the first teachers' institute. The red letter day was April 4, 1843. On October 3d in the same year, Auburn held the second, and later in October of the same year, Rochester was the third place that honored the beginning of teachers' institutes. To County Superintendent J. S. Denman of Tompkins county, belongs the honor of the conception of the institute idea, and to the scholastic ability, professional spirit and ardent enthusiasm of Salem Town, the first institute conductor, is due the honor of making the idea practical, wide-reaching and efficient.

The early institutes were voluntary associations, were largely attended, and were entirely supported by the teachers in attendance. The teachers hired the hall, cared for it, paid the institute conductor, and as well gave their own time and paid their own traveling and living expenses. The expense for each teacher was about \$5 a week, a considerable sum when the monthly salary of male teachers was less than \$15, and the salary of female teachers was only about \$7 a month.

It may be said, in passing, that these times were filled with energy and sacrifice in behalf of the cause of common school education. This energy was not confined to teachers alone. The superintendent of common schools of Tompkins county, in his report for 1844, notes that during the year he had walked nearly 2,000 miles in visiting schools in his district, and had addressed about 100 gatherings of the people in the interests of education. With such earnestness on the part of the teacher and such energy on the part of the county superintendent, was it any wonder that things were brought to pass?

The teachers' institute was largely the creation of the county superintendent. Superintendent Young recognized that fact, and in his report of 1844 has this significant sentence: "*Since the appointment of county superintendents, and under their influence, new and voluntary associations called teachers' institutes have been organized in several of the counties, from which great improvement has resulted.*" In the same report is given the essential idea of the early institute in these words: "*By thus associating together for two or three weeks in the year, the teachers of a county may communicate to each other every improvement within the*

knowledge of any of them, and by listening to lectures and submitting themselves to the regular discipline of the school, may augment their scientific knowledge and make great acquisitions in the theory and practice of teaching."

Those voluntary associations convened teachers not alone to think on the problem of mental improvement, but also to busy themselves in devising ways and means for the general uplift of the schools in the several counties.

The institutes remained entirely voluntary associations until 1847. In 1845 an effort was made to divert the \$4,800 granted to training classes to the use of teachers' institutes, but although recommended and supported by the superintendent of common schools the effort was fruitless. By chapter 361 of the Laws of 1847 an appropriation was made for teachers' institutes, whereby \$60 was granted to each institute conducted in accordance with the requirements imposed by the statute and superintendent of common schools.

The outgrowth of the enthusiasm attendant on the institutes of the first year may be read in the fact that one of the points made in the following year for the establishment and support of a normal school at Albany was that in such a school could be prepared and trained those who could in turn give professional training to teachers gathered at teachers' institutes in their respective counties, as the instruction given by academic and college men did not reach down into the needs of the common schools. The success of the Albany Normal School experiment was the creator of the earlier normal schools that followed, and together with these schools proved a prominent factor in developing the complete normal school system of to-day.

So the banding together of teachers into voluntary associations for professional improvement and educational leaven, fifty years ago, not only created the teachers' institute plan of to-day, but their efforts should be accredited as well with a part of the honor that belongs to the creators of the normal school system of New York.

The earlier institutes were in session for three or four weeks. Much time was devoted to writing and the different methods of presentation, much to elementary reading, but most to arithmetic. Grammar and parsing claimed considerable attention, spell-

ing work was exemplified and subject matter in science taught. School organization, school government and school ethics were subjects on every program. Every session was opened with prayer, and the evening sessions closed with a benediction.

It is interesting to note that among the subjects discussed at these earlier institutes were subjects which are equally interesting to-day. For example:

What are the best means for securing good order in school?

What are the best means of exciting an interest in study?

What are the best means of securing early and regular attendance in the morning?

What is the best method of interesting parents in the school?

What is the best method of preventing whispering?

What is the best method of teaching morals?

How may elementary reading be taught so as to prevent the habits of monotony and drawling so prevalent in schools?

In what order should the several branches succeed each other and what are the best modes of treating them?

The one subject almost uniformly discussed was the best mode of teaching the alphabet and whether or no spelling should be taught before reading.

As an example of order of daily exercises we present the daily program of the Chenango County Teachers' Institute held in Norwich beginning September 29, 1846.

FORENOON.

8.30 o'clock—Reading Scripture, Singing and Prayer . . .	30 min.
9.00 o'clock—Arithmetic, by classes	40 min.
9.40 o'clock—General Exercise in Arithmetic	20 min.
10.00 o'clock—Spelling	20 min.
10.20 o'clock—Recess	10 min.
10.30 o'clock—Mental Arithmetic, by classes	30 min.
11.00 o'clock—Reading, first division (young gentlemen). . .	40 min.
11.40 o'clock—Exercise in Phonology and Elocution	20 min.

AFTERNOON.

1.30 o'clock—Two Lectures, by students	15 min.
1.45 o'clock—English Grammar, by classes	30 min.

2.15 o'clock—General Exercise in Grammar	20 min.
2.35 o'clock—Punctuation or Composition	25 min.
3.00 o'clock—Recess	10 min.
3.10 o'clock—Reading, second division (young ladies) . . .	40 min.
3.50 o'clock—Geography	30 min.
4.20 o'clock—Declamation	20 min.

Occasional exercises were also had in Composition, Algebra, Natural Philosophy, Chemistry, etc. The evening sessions were devoted to lectures and discussions as usual.

In the resolutions usually presented at these earlier institutes much more attention was given to educational movements either in commendatory or condemnatory form and less attention to the perfunctory nature of the resolutions, such as is common at teachers' institutes of to-day.

Frequent efforts were made under different superintendents to have held together institutes of two or three different counties, but the application was uniformly rejected, on the ground that each county was able to and should support its own institute, and that the mass-meeting idea in institutes was barren of practical results to the teaching service.

With the abolition of the office of county superintendent, began the decline in the efficiency of the teachers' institute. During subsequent years, the institutes eked out a precarious existence. In some of the reports of superintendents of common schools, there is no mention of teachers' institutes, and in others only a casual reference made to them, in connection with requirements of qualifications for teachers. In fact, through apathy or carelessness, or both, the Legislature of 1851 made no appropriation whatever for institutes. It was not till the re-creation of the office of county superintendent, in 1852, together with the separation of the office of State Superintendent of Public Instruction from that of Secretary of State, that new life was breathed into the institute system. In that year the amount for their support was increased from sixty dollars to \$100 for each institute, but commensurate results did not follow.

The creation of the office of school commissioner in 1856, and the practical responsibility centered in the office, did much to

re-establish institutes in popular favor, but irregularity of attendance tended to smother the enthusiasm and interrupt the interest. Everything was tried to make them popular and so increase the average attendance. Graded institutes were formed and soon abandoned. Popular lecturers were procured, gifted elocutionists were obtained, scientific experiments were introduced, but still the average attendance did not increase. Every novelty was given a hearing and everything was done to offer inducements to have teachers attend and remain throughout the session. The day meetings were sandwiched with that which was purely attractive in its nature, and even until much later times, the notion of an evening session at teachers' institutes, rises in the writer's memory as a splendid place for fun. As an outgrowth of the attempt of those earlier days, to popularize institute work, their best influence is hindered to-day.

Previous to 1878 the institute generally extended over two weeks, but only a small percentage remained throughout the session. Part of the teachers would be present the first and part the second week of the institute. It was thought that by shortening the time to one week, the attendance of all teachers could be secured throughout the session. The one week institute, however, produced very little change in actual percentage of attendance.

Under the vivifying influence of Superintendent Victor M. Rice the common schools received a new impetus, and as a result the teachers' institute obtained a new strength. Still the early institute idea was so inbred in the popular mind, that the outward influence did not produce results proportionate to the efforts put forth.

To three superintendents of public instruction are due the most of the marked characteristics and growing efficiency of the institutes of to-day. To Neil Gilmour belongs the honor of the appointment of a permanent institute corps. To Andrew S. Draper large credit must be given for the complete organization of the institute forces and for requiring and enforcing compulsory attendance at institutes on a basis, alike just to teachers and patron. To James F. Crooker, honor is due for the establishment of a distinct department of supervisor of teachers' institutes

and training classes. Nor are we unmindful of the fact, that the uniform examination system assumed voluntarily by the school commissioners of this State under the enthusiastic leadership of the then Superintendent of Public Instruction has brought to the teachers' institute practical and increasing benefits and interest. The teacher has now an upward and an onward look that is searching out the coming requirements, the coming responsibilities and coming opportunities.

From this brief, backward glance, let a few points be noted and iterated : First, Greatest good has accrued to teachers from teachers' institutes, where the teachers have brought cheerfully their richest experiences and cast them into the treasury for the common good ; second, Institutes have been helpful and efficient, just in proportion as county superintendents or school commissioners have been personally and devotedly interested ; third, The history of institutes emphasizes the great need of institute work, to be the creation of a professional spirit, the dissemination of advanced method of teaching, organizing and controlling, and to be as well a fountain head of inspiration and enthusiasm ; fourth, One of the important resultants of institute work has been the community of interests created, and enlargement of ideas made possible, by mind coming in contact with mind, and by the widening circles of acquaintanceship formed ; fifth, The history of institutes also emphasizes the fact that, wherever and whenever the element of amusement has been employed to heighten interest, there and then has the usefulness of teachers' institutes begun to wane ; sixth, Popular prejudice against institutes has largely passed away. It remains to-day only in the minds of those who are reasoning on data gathered decades ago, or are moved by feelings, the resultants of early prejudice or bias. A new interest has been aroused and out of past experiences a new hope has been born. These and many other lessons can be gleaned from the past to compare with the present and strengthen the future.

Note on what educational vantage ground we stand to-day. Our common school system is second to none in the world. Our schools are protected from incompetent and immature teachers by the barriers of uniform examination, which are growing

stronger every year. We have a corps of institute conductors unmatched in efficiency, high mindedness, zeal, earnestness and unselfishness, presided over by a supervisor of institutes without a peer anywhere. We boast of a department of public instruction that outruns in zeal every effort to better our institutes. The sympathies of our superintendent are gathered largely about the interests of common school teachers and the thousands of district schools scattered broadcast throughout the State.

We have, let us hope, a band of school commissioners that will not look backward with faltering steps, but will press forward with resolute purpose. But better than all, we have the abiding faith of the people, both in the purpose and result of the work of education. Born out of their belief in the common school system, we have in the hearts of the people of the entire State a generosity that will furnish unlimited means for teachers' institutes, if equivalent practical results shall accrue to the common school teacher.

The institutes of the past two years have been productive of much good, and have been increasing constantly in practical utility. The work has been more definite; more enthusiasm has been enkindled; ideas have been broadened; attention has been more marked; attendance more cheerful. The shortening of the afternoon session has been found to be a step in the right direction, for the intensity of the interest must flag in the sixth division of the day, and it is so often forgotten that loss of interest then means a modified measure of interest in the next session. Those who have listened for five periods at teachers' institutes will readily apprehend and willingly testify to the mistake made in adding a sixth division. As has been already noted, the co-mingling of teachers and their discussion outside of the regular session, the friendships formed and associations enjoyed are potent factors in making institute week not only pleasurable, but in its fullest sense practical.

To the school commissioner more than to any one other person is chargeable the success or failure of the institute. Is he apathetic and indifferent, the institute will share largely of his spirit. In recalling a large number of institutes that it has been my privilege to attend during the past two years, it can safely be asserted that without a single exception the institutes filled with

the greatest intensity of interest were found where the school commissioner was a willing and ready listener and an efficient and ready helper. In our forward glance we can see the power of the work greatly increased by securing the enthusiastic and loyal support of every school commissioner in the State.

It is the province and should be the pride of every school commissioner in the State to provide in advance all those favorable conditions that in themselves should be productive of most good in his institute. He should see to maintaining and taking a pride in the regular attendance of all teachers, and an equal interest in securing their undivided attention in all work.

He should note carefully all details, and should be alert in correcting or removing any conditions unfavorable to the highest usefulness of all exercises. Early in the session he should occupy one period before the institute in reviewing the work of the year, in carefully noting encouraging signs and specifying general defects on the part of teachers. If this is done with care it will greatly aid the institute conductor in determining what part of his work should be emphasized or accentuated. The commissioner also should occupy a division at the end of the institute session, in giving general directions for the next year's work, and general instructions in carrying out plans, processes and requirements. This will aid in unifying the work and will give commissioner and teacher a common basis on which to work. The commissioner in his subsequent visits throughout his district can then note with definiteness any defects that are not corrected, as well as observe improvements made in work.

The commissioner should also secure for a session of the institute at least one member of some board of education and one trustee of common schools. The teacher and public alike need to know the opinions of such men in the teacher's work and learn from them what changes should be made in the conduct of the schools, or the enlargement or changes needed in the curriculum.

The teacher's side of the case is presented too frequently, while the trustee's attitude rarely, if ever, is discussed. Too often it is assumed that only trustees can make mistakes or be unreasonable, while the fact remains that the teachers are not at all too high-minded in the sense of obligation assumed, or of faithfulness in fulfillment of duty.

Another great essential for the most successful institute is a proper building in which to hold the sessions. There is to-day throughout the State a crying need for better places in which to hold the teachers' institute. The best place is a school-house, but a town hall, an opera house, a court room or a church are the places generally utilized. It is sometimes claimed that the fault lies in the amount of money paid by the State for such purposes. Let it be said, here and now, that the State *has* been and *is* more than willing to pay a fair and reasonable price for the purpose of holding the teachers' institute in the best place in each commissioner district. In the large majority of cases the blame must rest on the school commissioner, who feels that he must needs change the institute to different places in his district for the sake of adding to his political popularity and strength rather than select for the institute the best place and let his popularity rest in the efficiency of service rendered in his district or in high-minded devotion shown to his duties.

When the best building shall have been selected the institute should be at least in the attitude of a school. Hats and wraps should be removed, and as much as possible permanent seats for the session assigned. If there are empty seats in the room these seats should be in the rear and not in the front of the room; for, while distance may lend enchantment to the view, it multiplies the temptation to disenchant both attention and interest. There should be complete intolerance of disorder on the part of either teachers or visitors. No person has a right to trample on the privileges of others, who may desire to listen, and no speaker should be compelled to address an audience when his attention is diverted by carelessness or frivolous listeners.

Moreover, the highest efficiency of institutes will never be reached until so-called book men, or pedagogical missionaries, shall be relegated to their proper place in the institute room. They should be taught to know that they have a place in the institute for the benefit of the teachers, while often from their practice one would judge that teachers are gathered together for their special advantage, and that the rest of the institute work is purely perfunctory and incidental. An institute is not a book fair, no matter how desirable or attractive such a place may be.

Sometimes the book tables are placed in front between the conductors and the teachers. The book men seated at these tables often use the period given to institute work in casting up their accounts, writing letters or making out their reports. Sometimes the tables are placed in a wide aisle in the center of the room, thus breaking the audience into two parts, where the assiduity of the agents at work, diverts and distracts attention. Even when the tables are in the rear of the room, these missionaries during an institute period will often carry on a conversation with some reluctant buyer, or will chaff each other on their success or failure. Again, these book tables do not at all times contain books fit to place before young teachers. The presence of book men in a room hired by the State for institute purposes, tacitly receives the indorsement of the State in their business. Yet every book man knows of those in the trade who buy worthless books from junk shops and second-class book stores, and sell at institutes to inexperienced and immature teachers.

While conceding to the fullest extent the great advantage of having representatives of educational publishers at the institutes, and also realizing the opportunity presented to teachers to examine professional books, nevertheless, as the State gives its implied indorsement of their presence, it should also control the kind of books that should be presented for sale. The State should say that an educational publisher shall have a right, through proper representatives, to offer for sale the books published by that house, and such other professional books as shall be approved by the Department of Public Instruction. Educational publishers should issue to each accredited agent a card stating the fact, and such card when countersigned by the Department of Public Instruction would authorize the agent to sell in institutes all professional books published by the house he represents, and such other professional books as shall be approved by the Department of Public Instruction. This card could be revoked either by the publishing house or the superintendent. The State agent of educational journals published outside of the State, should issue cards to such agents as he employs, and such cards should also be countersigned by the Department of Public Instruction. In the report of each institute submitted to the

department, the institute conductor should be required to include in that report what agents were in attendance at the institute, and whether the rules were strictly observed. Thus, the Department would know what agents were in attendance, what books or papers they were selling, and how they conducted themselves. Responsible publishers and worthy agents would thus be protected from that sweeping condemnation, which has been brought upon them by irresponsible parties. The teachers would know, that whatever was offered for sale at the institute, had, at least a measure of merit; and they would not be imposed upon by agents, who in their zeal to make large sales, have claimed that a book of Negro minstrel songs offered for sale by them, was an absolute necessity in every teachers' library. Places should be assigned for book tables, worthy agents should be encouraged in their work and common courtesy should be demanded from them. Advertising books or papers by hanging placards on the walls, writing on the blackboards, or scattering printed dodgers on the institute floor never should be tolerated. Nothing should be permitted in an institute which could not properly be allowed in a recitation room of a school.

In our backward glance, we merely referred to the fact that graded institutes had been tried and abandoned. A word of further caution should be interpolated at this time, as to-day there is a growing tendency to innovations. The graded institute presupposes graded schools. That general condition does not exist. The division of institutes has hitherto been forced by putting together primary teachers and district school teachers in one section, and in another section teachers of advanced grade and principals of schools. If the division should be natural, it must place the graded school teachers in one class, and in another class the principals and district school teachers. The problems that principals of advanced schools must work out, the teachers in the district schools must largely meet. The responsible contact with parents and the general public, the organization, discipline and control, the policy of the school, the general and public exercises, the creation of an educational spirit in the community, the professional needs of the school are common to the work of both district school teacher and principal of graded school.

The proper presenting of subject matter is not the only, nor even the greatest factor in teaching. The best teaching is the thrusting forth of a strong and earnest personality. Break the institute into two parts, and you diminish the personality of your conductor one-half. And whatever you impress or make vital in your institutes will be impressed and vivified in your schools.

Again, if graded institutes are needed, a doubling of the institute corps is also needed. An institute conductor, cannot continually work every division of the day, without becoming devitalized. He must slight either his work or himself. Either he must cool his ardor or he will soon burn out. It is not unknown that some will consider fears in behalf of the institute conductor groundless, as it is sometimes held that that office is largely a sinecure. Such critics belong for the most part to one of two classes. They are either of that class, who by practical experience know nothing of the intensity of the wear and tear of institute work, or they are of that class who have tried the work and have chilled too many an institute by the perfunctory nature of their service and too often have deadened the teacher's ardor by their own self-care and self-sufficiency. Let it be said here that a pound of practical experience in institute work is worth more than a ton of theory. In this age of organization the graded institute seems to pander to popular prejudice. Its novelty will attract, but of its reaching influence only the future can testify.

In institute work class distinctions should be avoided. To-day the great cry is for primary teachers. The supply does not equal the demand. Yet the old notion was, "anybody can teach the little children." These expert teachers should not be classified at institutes as immature teachers. What teachers need to-day is extensiveness rather than intensiveness. Primary teachers continually consulting together on their own lines of work, receiving no suggestions from those teachers who would look at their work from a different point of view, would soon lose sight of the sequence in primary and upper class work and their methods based on principles would in a great measure degenerate into devices for work whose sole advantage had been gained, not through obedience to a pedagogical principle, but through the personality of some particular teacher.

Whatever form or plan or method of conducting the institute be devised let it not be forgotten to have the outlook toward the broadening of the teachers by living contact with living thoughts in living minds. Let it be continually kept in mind that the natural tendency of the teacher is toward intensiveness and narrowness. The isolating environment of locality and school room, the continual coming in contact with immature minds are elements that in their tendency produce narrowness and empiricism.

Institute work should draw toward the opposite pole, should broaden the outlook, enlarge the horizon, arouse the sympathies, deepen the affections, strengthen the trust and make more vital the teachers' widening responsibility. In short, the teachers' world should be made boundless, not bounded. The teachers' institute is the commissioner's training class wherein the teachers should be instructed not only in the practices of the school room and the ethics of the teaching profession, but also wherein should be promulgated the directions of the commissioner in school conduct and wherein should be stated the basis of school supervision on which the commissioner shall work and judge.

School commissioners, this paper has placed much stress on your work and the influence of your office. Magnify your office, else your office will not magnify you. Your office is charged with great responsibilities and great possibilities. About three-fifths of the teaching force of the State are under your supervision and direction and about the same proportion of those children who attend the public schools. Last year over fifteen thousand teachers was the average daily attendance at institutes, and last year was the greatest average attendance to total number of teachers in the history of education in the Empire State. More money was expended for institutes than in any previous year. The air is filled with educational promise, the fields are white for the harvest, and the cry is, "Where are the reapers." Only when we apprehend the wide-reaching influence of the commissioner and consider the educational possibilities centering in him, does the greatness of the institute problem begin to appear. Magnify your work. Stand for something and be somebody. Nothing is freighted with so much discouragement as indifference. Be filled with that earnestness that shall discover means or create them. Interest every

band of educators in your educational problems. The true duty of educators lies not alone in building up against one's own house, but rather in the abundance that can be cast into the treasury of educational activity everywhere. There is more danger in warping our individual idol by the very fervency of our admiration and solicitude, than in chilling it by that lack of care that looks abroad at the educational needs of others. As Sterling says: "The worst education that teaches self-denial is better than the best education which teaches everything else and not that."

Let educational workers and educational forces join hands. Let the trend of popular education be wide reaching and more uplifting; but above all, let the teachers' institute be lifted above the miasmatic marshes of prejudice and established on that hill whence all the world will see its light and feel the warmth of its helpful influences.

Commissioner Sullivan, of Livingston county, said:

I believe that Dr. Milne's paper bears down rather heavy on the school book men. I have been myself one of them, and I love the book business. I always am glad to see the representatives of the book concerns at our institutes.

Mr. Skinner said: If we are really progressive and ambitious in our educational work, it has been worth a year's experience to listen to the admirable paper presented by our excellent friend, Dr. Milne. The value of teachers' institutes can no longer be questioned. It is the application of the principle of association among those who are striving to secure the best results in education. The value of this principle is recognized in every other profession, why not recognize it in ours? Unless a man or woman prefers to be an icicle and to live a lone life, the benefit of association is apparent. We read in the Good Book that it is not good for man to be alone. A teacher who can be content to stand alone in the school room month after month, who is denied the privilege of association with fellow workers, is not doing the State the best service. It is this meeting together, this comingly of ideas, this interchange of thought which brings us in touch not only with ourselves but with the best educational influences. Teachers who do not go back into their schools from the institutes strengthened and encouraged, will find that either

they or the institutes have been a failure. We recognize the value of association by our meeting here. If we do not go back to our work feeling stronger to meet the duties which we are yet to meet, either this meeting or we ourselves are failures. We must be ambitious. The department is doing all it can to strengthen the school commissioners. You must strengthen and encourage your teachers; they in turn must arouse ambition in their pupils, and this ambition must interest the fathers and mothers of the State. "If teachers would grow they must use the means of growth. They must associate with their fellow teachers and discuss with them the principles which underlie all true teaching and all true discipline. They must make themselves familiar with that marvel of marvels, the human mind, and with the laws which govern its growth. They must make a constant study of the methods by which instruction may be most effectively given to a child."

The institutes for the past year have been highly successful. The success is due to the steadfast interest of the Superintendent of Public Instruction; to the splendid work of our conductors; to the zeal and loyalty of the school commissioners; and to the valuable assistance rendered by principals of normal schools and the members of their faculties. There is a better professional spirit existing among all our workers. We are all working to solve the problems how to teach, when to teach and what to teach. Teachers realize that it is a privilege as well as a duty to meet each other, to meet our conductors and instructors, to meet the principals of our normal schools; and they find after the institutes, if they are real teachers, that the world has been broadened to them; that ambition has been stimulated.

There have been criticisms of institutes, but this spirit is passing away and a new spirit is coming—yes, it is here already. One of the conductors recently told how a teacher of long experience, who has been a constant critic, arose at the close of his institute and asked the privilege of saying that he knew he could go back into his school and teach better than he had ever taught before, through the inspiration which the institute had given. With the revival of the office of school commissioner has come back to the professional spirit which makes our institutes successful. This spirit has been growing until, I believe, to-day,

it actuates every person who is zealous in education and believes in it. It is not always the measure of an institute's benefit that all schools have been closed, and that all teachers have been regularly in attendance, but it is the spirit which is manifested, the good that has been done, the results that have been accomplished, the inspiration which has been given to do grander work. The progressive commissioner will be content only with a progressive institute; the live teacher is one who will always be found at the front, ready to encourage or seeking encouragement.

Our institute system is the best in the country. Other States are looking toward ours and to the adoption of our system. We reach practically every teacher in the schools which our institute law covers. No other State is so liberal as ours. She pays her teachers to attend the institutes. In other States this is not done, and the teachers' institute fund is raised by a tax upon certificates issued payable by the teachers themselves. Our teachers are exacting and critical. We would not have them otherwise. In this way we are stimulated to strive for the best, and I believe we approach as near perfection as our facilities can carry us. I wish the State was rich enough to give every district the right place in which to hold an institute and spare us from court houses, town halls, opera houses and churches, where the necessities for better light and ventilation offer object lessons to us all. In only half of our districts do conductors report a suitable place for holding the institutes. Give us an educational building for an institute and we are sure of an educational spirit and of excellent results. There is inspiration in an educational atmosphere.

I commend Dr. Milne's advice: "Magnify your office." I would be glad if the State would magnify your salaries. You are doing a great work at salaries not commensurate with your duties. The Department is constantly requiring more of you, and you meet these added requirements manfully. I hope the State may lift you out of a clerkship into the true office of a commissioner, whose first duty it shall be to supervise your schools, to know of the instruction that is given and to encourage your teachers.

The able paper of Dr. Milne was further discussed by various members of the association.

The following telegram was received from Hon. A. S. Draper, Superintendent of Schools, Cleveland, Ohio :

H. B. HARRISON, *President State Convention of School Commissioners, etc.*:

Kindly accept my greetings and assurance of unceasing interest in the educational work of New York.

(Signed.) A. S. DRAPER.

The Association, by resolution, authorized President Harrison to respond to said telegram as follows :

Your expression of continued interest in the educational work of New York is appreciated. This association recalls your valuable services and extends its greeting.

(Signed.) H. B. HARRISON,
President.

It was then resolved that the Association proceed to the election of officers. At 11 o'clock A. M. the Association proceeded to the nomination and election of officers for the ensuing year, pursuant to the provisions of the constitution.

The following were duly elected officers :

President, C. H. Wilson ; Vice-president, W. J. Barr ; Second Vice-president, R. C. Francis ; Secretaries, L. O. Wiswell, Ella Gale ; Treasurer, L. F. Stillman ; Transportation agent, H. R. Sanford.

Adjourned to 2 P. M.

Association called to order soon after 2 P. M. The first business in order was reading of paper by Commissioner J. H. Weinman, entitled "Recent changes in School Laws and Uniform Regulations."

COMMISSIONER J. H. WEINMAN.

RECENT CHANGES IN SCHOOL LAWS AND UNIFORM REGULATIONS.

Mr. President, Fellow Commissioners and Superintendents :

When our genial president wrote me some time ago and urged me to present a paper at this meeting upon the "Recent Changes," etc., I judged from the tone of his letter that he had experienced, in making up his program, something of the general depression of the times. He was very anxious that I should not

refuse. And his sympathetic appeal so aroused that natural impulse to "help a brother in distress," that I did not stop long to consider the consequences, but agreed to "help him out" the best I could.

However, when I took time to consider the subject and saw its length and breadth, I came to the conclusion that it was too much of a subject for me to attempt to cover at a meeting like this. So, instead of discussing the entire subject upon the program, I shall confine myself to a consideration of only three of the "Recent Changes," which seem to me *not* to be for the best interests of education in Montgomery county.

You will observe that my criticism of these changes has reference only to their application in Montgomery county. I have made no effort to get the opinions of other commissioners with reference to these matters. And it has occurred to me in thinking over this subject that perhaps we are a supersensitive people in Montgomery county and hard to please—that matters that we feel sore over, that irritate us, may act as a soothing poultice and a healing balm in all the other counties of the State. So I hope that, in the discussion which will follow this paper, my brother and sister commissioners will express themselves freely and fully in order that we may arrive at a general solution of the question implied in my subject as to whether these changes are for the best interests of education in the State.

The first change to which I wish to call your attention is the change of date of the annual school meeting from the first Tuesday of August to the fourth Tuesday of August.

The newspapers of the county first announced the change to our people. Then a flood of inquiries from incredulous trustees and teachers began to pour into the school commissioner's office. Some merely wanted to know whether the announcement was true; but many also asked why the change was made. To the former question, I, of course, answered "yes;" but as to the latter question, I was obliged to confess that "I don't know any reason for the change."

Now, to put it mildly, the people interested in school matters in our county emphatically do not like this change. We don't like any change in school administration unless we can see a good reason for it. And in this case we have been unable to discover the shadow of a sufficient reason.

An annual school meeting in July or early in August seems to us to be a great advantage over one held late in August.

The fall term in nearly all of our schools opens about the first of September. And if the annual meeting is held late in August, it doesn't give the new school administrations sufficient time to become acquainted with their duties, to make necessary repairs to their school buildings, to have their school-rooms cleaned and to make judicious selections of new teachers. On the other hand the brief period between the annual meeting and the beginning of the fall term is a serious handicap to our teachers. They haven't sufficient time to seek desirable positions and to prepare themselves well to begin work in their new fields. The pupils and parents, too, experience inconveniences from thus crowding school matters at the beginning of the year.

In conclusion, we feel that we have a right to expect that our school laws shall be so framed as to subserve the best interests of the schools. And we confidently look to have this change so changed as to give us a much longer period between the annual school meeting and the first of September.

The next change to which I wish to call your attention, and which has been irritating to the school trustees of our county, is that requiring trustees to publish an itemized statement of their receipts and expenditures twenty days before the annual school meeting each year.

Many of our most faithful old trustees have "kicked" against this law, because they say it adds another useless burden to the many already resting upon them. And as they get no pay for their services, they feel that their duties should be lessened and simplified, rather than increased and complicated.

One of our best trustees said that he felt like resigning rather than comply with this "red tape" provision of the law.

It is well to recall, in this connection, the fact that it is difficult in many districts to get good men to serve as trustees. They are more or less censured when they do their best. They are annoyed by frequent complaints and adverse criticism, and are sometimes injured in their business by district complications. Hence, it is but natural that they should shrink from burdens that seem to them to be useless.

Then, too, trustees don't like to incur the useless expense of having a long list of trivial items published in a newspaper. And

they say it looks as though the law was made more for the benefit of newspaper publishers than for the good of the districts.

Now, on these accounts, I anticipate that this provision of the law will not be universally complied with. And a law that is a "dead letter" might better not be on our statute books.

As to the new "Uniform Regulations," I have but one criticism to make in this paper; and that is concerning the days which have been designated for holding the examinations.

In the first place, I want to say that as far as our teachers are concerned, there is almost no practical advantage in giving two days to a second-grade examination. Teachers who are well prepared can take all the subjects in one day. That frequently has been done. And those who are not well prepared can not pass in two consecutive days. But as a general rule, the second-grade candidate does not try to pass in all the subjects at one examination — whether she has one day for it or two. She almost always at the first examination takes only those subjects in which she thinks she is best prepared and voluntarily leaves the rest to be "worked up" for a subsequent examination.

So, as I said above, there is almost no practical advantage in giving two days to a second-grade examination. On the contrary, there are several *practical disadvantages* in the plan.

Candidates for second grade certificates usually try the third grade studies and one or more advanced studies at their first examination. And to do this now they are compelled to spend two days and to double their expenses. But if they leave all their advanced studies for a subsequent examination, it is more than probable that they will have to spend two days at that examination on account of failures in some third-grade studies at the first examination.

Then, too, as the second-grade candidates are usually engaged in teaching, the school work all over the county is interfered with from time to time; all the people of the school district know the teacher is trying for a certificate, and she is "on the rack" until she has "passed the ordeal."

My next argument against the present plan I think will be appreciated by this audience, as it is in favor of lessening the burdens of school commissioners. We are now compelled to

spend sixteen days in supervising examinations, and about three times as many more in examining papers, recording and reporting results each year — thus consuming nearly two months of our time in examination work. Now, why should we not be relieved from spending that extra day in second-grade examinations, if the teachers are not benefited by it?

But if the teachers were greatly benefited by a two days' examination and the school commissioner's time was not taken into the account, there still remains a serious obstacle to the practical workings of the present plan in our county.

We have from twenty to seventy-five candidates at each examination, and need a large room with writing desks in it to accommodate them. We can't get suitable accommodations, except in the graded school buildings. And when the examinations occur on school days, the boards of education will have to be appealed to to dismiss one or more rooms to accommodate us. Will they do it? If not, what then?

There is no suitable place to hold teachers' examinations, except a school-room. And it isn't reasonable to expect school authorities to break up their school work and dismiss their schools for an examination which will not benefit them in the least.

Let us ask the Department to return to the one-day examinations and have them only on Saturdays. The candidates will be accommodated better than they are now, the school commissioners will be saved some valuable time and the graded school authorities will cheerfully coöperate with us and allow us the free use of their school-rooms.

But if the Superintendent finds that Saturday examinations interfere with the religious scruples of some candidates, which has been reported as the chief cause of the recent change, we hope that he will no longer inconvenience the large majority of the teachers in all the commissioner districts of the entire State for the sake of a few who have no legitimate or American right to such favors; but that he will rather give them special examinations, if he wishes to make concession to their religious peculiarities.

The discussion on this paper was postponed by vote of the association until the following paper by Commissioner J. F. La Rue, upon "Recent changes in School Laws and Department Regulations."

RECENT CHANGES IN SCHOOL LAWS AND DEPARTMENT REGULATIONS,
By COMMISSIONER J. F. LA RUE.

It is a somewhat delicate matter to discuss a subject relating largely to the official relations of the Department of Public Instruction and the supervisory officers of commissioner districts.

However, it is a duty to speak and act according to conviction, provided always that it is done in a respectful and candid manner.

It is to the credit of the Department that it has never in any manner endeavored to stifle full and free discussion. What may be said in this paper is largely an individual opinion and may not reflect the sentiment of the convention.

Most of the amendments made by the Legislature of 1893 will, no doubt, meet approval and need no discussion. The granting of power to the Superintendent to withhold public money from a district willfully disobeying orders is necessary to make his authority effective. The provision requiring school officers to be elected by ballot does away with the principal cause of contention over the legal status of such officers. It is desirable also that the vote upon expenditures should be taken in the same way or by ayes and noes, making the record of such important action clear and indisputable. Of the other amendments, with one exception, it is unnecessary to speak.

Section 3 of chapter 500 should receive special attention. This section designates the fourth Tuesday in August as the date of the annual school meeting. Many inquiries have been made of me in reference to the reasons for the change. I have been unable to give a satisfactory reply. It is quite certain that it did not have the indorsement of the commissioners. There are substantial reasons why this law is unwise. Insufficient time is given to secure a teacher.

The action of the trustee is necessarily hasty, he is likely to hire the first applicant without regard to special qualifications that the school may require. Besides, it is customary to vote to make repairs, etc., at the annual meeting and the people are greatly averse to the holding of special meetings. The time from the election of officers to the commencement of school is

too short to make needed improvements and as a result this very important matter is generally allowed to go by default.

This is a serious matter, as at least ninety per cent of the rural districts in the State have but one trustee. The present law is a source of annoyance and hardship to both trustees and teachers.

If there were reasons in favor of the change greater than the objections against it, those who were instrumental in the passage of this bill should state to the convention why it is desirable. With all due respect, I would suggest that in such matters, the school commissioners, holding as they do, such close relation with the people, should be consulted before any radical change is made. It would seem proper that before this convention adjourns, that it should take some action upon this matter.

Regulations.

In the matter of regulations, there is naturally a diversity of opinion and in the discussion of this matter, recognition should be given to the fact that it is impossible to formulate any set of rules that will be entirely satisfactory to all.

The manner of renewals of first-grade licenses and the number of trials allowed are, I think, approved by commissioners generally, also the sending of first-grade answers to the Department. Commissioners, however, should not be required to examine the same and then forward a part of them for re-examination. The Department should examine all or none.

The experience required for second-grade licenses is sixteen weeks. As the length of a term is from ten to sixteen weeks, would it not be well to make the qualification in this respect one term instead of a specified number of weeks?

The arrangement of dates would perhaps be more satisfactory to the majority of commissioners and teachers if the examination for third-grade licenses always came on Saturday during the time of year that schools are in session.

The advance of five per cent for a second third-grade is in the right direction, but the difference between the third and second grade is still too great. I would suggest for the consideration of the convention that three third-grade licenses be granted. The requirement for the first being sixty-five per cent, for the second seventy per cent, and for the third seventy-five per cent. The

step from the last third to the grade above would then be due entirely to the addition of subjects.

The modification in reference to exemptions for third grade lets the bars down too much. The exemption at seventy-five per cent should not have been lowered.

The introduction of a regular examination in spelling is to be commended.

For the past few years, candidates for a second-grade license have been obliged to undergo an examination in drawing. It is a serious question as to whether the attempt to make this a regular subject is meeting with a success commensurate with the prominence that is given to it.

If there are conditions which offer insuperable objections to incorporating this into the regular (not incidental) work of ordinary rural schools, it is time to cease special effort along this line. We must keep in mind that it is the duty of the State to give every child, rich or poor, a fair common school education, and there is danger that we may depart from this fundamental idea if too much effort is made to specialize.

If it is true that a large majority of candidates for second-grade licenses have little opportunity for competent instruction, aside from the few hours in teachers' institutes, and that their knowledge must of a necessity be secured by self-study, carried on in an indefinite and unsatisfactory manner, to the detriment of essential subjects, and if it is true that otherwise qualified teachers are being thrown out by their inability to pass the examination, and if it is also true that the subject is practically dropped when the examination ends, either from ignorance of the subject or disinclination to teach the same, it is time to drop the subject of drawing from the examinations. This matter is certainly deserving of investigation and worthy of serious consideration.

Reading is surely of more importance but almost entirely neglected in examinations, and I would suggest that a short, sensible examination in the methods of teaching this subject would be a good substitute.

A commissioner should have some discretion in the granting of temporary licenses.

Under the present regulations, this officer can not issue a permit for a week even, no matter how urgent the necessity. A

long application must be made to the Department, consisting of three parts, viz.: An application by the one desiring the permit, a recommendation from the trustee, and the approval of the commissioner. It is the policy of the Department not to renew a temporary license upon the request of a commissioner; therefore, the whole form must be gone through with again; seemingly an unnecessary amount of red tape and annoying to all the parties concerned. I am a firm believer in the "Uniform System of Examinations," when not carried to extremes, but I am also strongly of the opinion that discretionary power, under reasonable restrictions, should be vested in commissioners in the granting of such licenses.

The change in this regulation shows a lack of confidence in commissioners. It does not seem reasonable that they as a body would abuse any such privilege.

There is much complaint among people generally that our school laws and regulations are too complicated, and every effort should be made to simplify as much as is consistent with effective administration.

Whatever criticism has been given, has not been made in a fault-finding spirit, but conscientiously, and with the utmost respect to the Department of Public Instruction.

ADDRESS BY SUPT. CROOKER.

The school commissioners of the State were elected at the last election for the term of three years. During this period, commissioners, you should be able to do an immense amount of good work, for it is within your power to make the office a sinecure. I do not expect that you will do the latter. We expect that you will do the very best you can for the educational interests of the State. We feel that you are an intelligent body; that you are resolved; that your heart is in the business, and we are satisfied that as good work will be done for the next three years as has been done in the past three. A majority of the commissioners are newly elected ones. We hope that these commissioners will make themselves acquainted with the laws and duties governing their office, that they will do everything in their power to elevate the character and condition of our schools. There is much that they can do. They can get better buildings, better teachers, and help very much to improve the system. I can cite

you the official records of several commissioners whose work has been of a progressive character, whose names I will not mention, that I would like to have you imitate some of their examples. In one commissioner's district that I could mention, forty-two new school buildings have been erected. You know to whom I refer. I believe that this kind of work can be done in many of the districts should the commissioners take it into their hands and have a disposition to do so. I do not think so many new buildings could be built in any other district, but many of the old buildings could be improved, and this is one of your duties. You should see to it that we get efficient, capable and worthy teachers to teach the schools. You should see that good and comfortable buildings are provided. I know of difficulties in many of the school districts which you will encounter. The school commissioner's office is not a flower bed, and you must expect to meet with differences of opinion, difficulties and obstructions all along the line, but you must surmount them.

So far as the Superintendent of Public Instruction is concerned, his office *positively* extends about a year longer. I can only assure you that he will work with as much energy and with as much good will in the next year as he has worked in the past two years to help you in the performance of your duties. He will be willing to hear and listen to commissioners, and will try to do as they would like to have him do, so far as may appear reasonable. It is impossible to establish any laws or any regulations that will satisfy all conditions and all parts of the State alike. It is his duty to do what will satisfy or what will fit conditions of the greater number.

Commissioners' duties are various. They are expected to visit schools and inspect the work of the teachers, but, where a commissioner has 100 or over in his district it is not expected that his visits will be of great value to the school or that any particular benefit will be derived from them, simply for the reason of their infrequency, but there are other things that they can do from which the public can and will receive especial benefit, and that is to see that no teacher is employed unless he or she is well qualified and well fitted for the position.

I was reading a story a short time ago in a paper, which, if I were a story-teller, I would like to relate. I will make an effort.

A gentleman was riding through some of the sparsely settled districts of old Kentucky when he espied by the wayside a dilapidated antiquated building in front of which were a lot of children playing. There was also a pensive, sleepy looking individual sitting on a log near by. Supposing that it was a school-house he rode up to this gentleman and after saluting him asked: Is this a school? He replied in the vernacular of a southerner "I reckon so." Are there many schools in this neighborhood? No, sir. Education is not very popular in this neighborhood; how long have you been teaching here? "I reckon about four years, sir." Do you have any trouble in teaching the children? No, sir; I don't try. What do you teach here for? "I teach for four dollars a week and not a durned thing more." And with that remark the sleepy individual slipped into the school-house followed by his little flock. From the appearance of the pupils it was evident that the teacher had told the truth; that he had taught for four dollars a week and did nothing more.

Now I believe that if a commissioner should come across a teacher of that kind, to use a familiar expression, he "should shoot him on the spot." It is possible that a few of this type are employed in this State. It would be a very strange thing where the list is so long if there were not more. This is the key to the situation. If we have good teachers we will have good schools and much of such results depend upon the influence and the integrity of the commissioners who are charged with the duty of furnishing good teachers. You have been supported and will continue to be supported by the Legislature and executive officers of the State in making good schools.

The State is liberal and its officers are liberal toward schools. They are not only liberal but they are anxious and the public is anxious; every individual is anxious and it rests with us fellow commissioners and superintendents whether we shall have good schools or poor schools.

In this connection, to show that I am right, I would like to read what the Lieutenant-Governor lately said in his address to the Senate, which was as follows:

"While it is to be hoped that economy and frugality will mark the record of this Senate, you must, however, bear in mind that

parsimony is not economy, and that stint is not frugality. The various departments of our State should be sufficiently supplied with funds that the execution of law and the proper performance of official duty may not be impeded or thwarted. That which affects us most is the proper education of our children. Where education is free and universal, there anarchy cannot live and vice must soon take wings, that its seed may grow in minds uneducated or in lands not yet blessed with the virtues of enlightened democracy.

“Our public school is the bulwark upon which must rest for all time the arch of American freedom, for there lies the generous heart of the greatest nation of the age welcoming to her shores the law-abiding and liberty-loving people of the earth, and chiding not the bigot or the non-believer, for with the progress of humanity and the blessings of free American education all who dwell amongst us must some day feel the charm of her rays as we all now see and feel the warmth of the God-made sun. I believe it is quite unnecessary to urge upon this body the duties it owes the people of cheerfully appropriating all the funds that may be necessary for the support, growth and unrestricted development of our great common and free school system.”

This is decidedly an age of progress, through the results of a higher development of professions and trades. Skill and ability is the medium of success in any branch of the industrial and literary walks of life, and its results are measured by the degree of earnest effort that is made to accomplish the very best. In the learned professions there is no limit to mark the end of progress in higher attainments. By diligent and constant study each succeeding year brings fresh thought and new ideas which develop better methods and improved conditions over the past. Success in all callings requires special preparation and concentrated attention to properly fit the followers to gain a good standing and glorious record in them. The spirit of the age demands the very best of everything in all branches of business. Knowledge is the great power that moves the genius of the human mind in accomplishing these desired ends, and the teacher is the medium through whom it must be gained.

Then we, as educators, must make our usefulness in society known and our influence felt not only in the school-room but outside of it. Success in our profession will be largely measured by the value of our services to the general public.

Our efforts must be honest and faithful to bring good results. Like all other vocations, we must make constant and persistent efforts to produce only good result from our labor, and bring them into competition for just and equal rewards, in fair comparison with all other products in the material world.

While our labor deals principally with the intellectual material of the world, its products and results are not inferior in importance to any other which may be produced through concentrated genius, art and science. In fact, the good results of proper educational work, the correct development of the human mind, is the superstructure of all other grand achievements, which art, science and the genius of invention have produced.

It is education and knowledge that lead up to all, and it is important to always remember this fact and to make the public realize its truth.

As educators, the representatives of the leading profession of the world, we must not allow our train on the great highway to be "side-tracked" for lack of energy on our part to make its importance realized.

There is a great army of teachers in the land, and their power will be acknowledged, and their rights and demands respected if properly represented and asserted. The value of the teacher's services is generally underrated and underpaid. Teachers themselves are in part to blame for this, because they do not better fit themselves to do better work and earn larger wages and demand them as an equivalent for valuable services rendered, in comparison with other vocations. Boards of education and other school officers are responsible for a share of the injustice which faithful and efficient teachers suffer, because they employ inefficient ones, and with only one idea in view, that of economy in expense.

Parsimony in the payment of teachers' wages is dangerous economy. Teachers must so let their light shine that the importance of their mission will be properly felt, and then the value of their services will be more correctly estimated and more justly remunerated.

Educators are the advance guard in the grand march toward civilization, and they should so trim their lamps and let them shine that the path to knowledge may be made plain and pleasant for the multitude to follow without stumbling.

This is not the age in which we should hide our light under a bushel. Indeed, the main aim now-a-days seems to be how to set up the light so as to outshine our neighbors. It is the age of strife for advance — for superiority in all branches of business along the line of the industrial, political, social and intellectual fields of the world. The entire business firmament is intersected by rival search-lights, which make the eyes of the public blink from the power of the mighty rays as they are focused upon the wonderful productions of genius and skill, and reflected back to public gaze. The business world was never more active in bringing forward new things, useful inventions and improved conditions in every line of progress, in all professions, and we as educators should keep abreast in the onward march with others. Teachers are the advance guards in the race toward reaching the plane of higher civilization, and they should hold their position with untarnished honor in the grand advance. We are charged with grave responsibilities, and the manner in which we discharge them will be recorded in the public mind. Our opportunities for doing good are great, and we should make our efforts felt. We should be known by our work, and we should advertise our important functions in elevating the intellectual and social condition of mankind by faithful and earnest work to that end. We must not depend upon newspaper columns or educational journals to advertise the value of our labor or the worth of our productions. We must make the value of our services known and felt in a different way. The good results of our labor are living, lurid advertisements of their benefits to mankind in elevating and ennobling its moral, social and political standard.

As teachers and leaders of the youth we must be known by the rich and abundant harvests of gems that are to be gathered from the intellectual fields in which we are placed as harvesters. The teacher's work is noble, and to the faithful, inspiring beyond comparison. Let us do it in such a way that its results shall advertise our worth to humanity in characters of unfading light.

In the commercial world nothing is sacred or forbidden to the

advertiser. He will fill up the seams in the age-worn features of the Sphynx with artful dodgers of some new liniment, with the same indifference that he will decorate the base of Cheops' pyramid with laudatory verses concerning a certain kind of soap. He will appeal to the public in letters a yard long from the summit of the Rockies to try some infallible pills, and he will enhance the picturesque features of the Thousand Islands by a touching group representing "before and after using." The trail of the advertiser is all over the land. The scientist now works in the full glare of publicity; the clergyman corrects the proofs of his sermon which some newspaper syndicate has secured from him, and the philosopher's stone is sought after with electric lights. Human ingenuity is racked to attract attention to one's particular wares. * * * * *

The length to which patent medicine men go is proverbial, and it was demonstrated recently that the English pill-maker is equally versatile with his Yankee rival in advertising his wares. Some time ago a country congregation, poor and in want of hymn books, applied for low rates to a London firm. An answer was received that the books would be sent free, provided no objection was interposed to their containing business notices. The condition was accepted, and in due season a consignment of the desired volumes arrived. The minister thought the publisher had been better than his word, for on first examination the volumes showed no trace of the advertisers' art. The books were first used during the holiday season. The Christmas hymn was given out and joyously sung, and it was not until the congregation had finished all but the last stanza that they discovered the awful fact that it read as follows:

"Hark! the herald angels sing,
Squillum's pills are just the thing;
Peace on earth and mercy mild,
Two for man and one for child."

In fact, the world seems rather contracted for the aspiring, all-conquering genius of the advertiser. We can not ignore the fruitful lessons conveyed in this eager craving for publicity. The school must advertise and display its attractive wares before the people, or it will soon lose popularity and prestige. Our advertising, however, is of a very different order from that which I have already mentioned. We need not use the advertising col-

umns of a newspaper, the paste pot or paint brush of the peripatetic dauber to convince the public that we are doing business at the same old stand with a new line of goods. By our works we are to be known. They are the fadeless advertisements of our craft. Our pupils go out into the world and advertise our schools. Their parents recognize the power with which we endow their children and admit that they are better equipped for the progressive world of the day than they would be without the arms or armor of education.

Our pupils are ever eloquent advertisements of our profession. On the street, in their homes, in public or in private, their manners, refinement, bearing, conversation, are all announcements that the best molder or shaper of raw material into the finished product may be found in such and such a school. Here is a young girl in her early teens, not yet, perhaps, admitted to the privilege of wearing her hair coiled upon her head, but having it hang down her back in a simple braid. Her aunt, with whom she spent a month, or so a few years ago, and who declared her a plague, a terror, the incarnation of mischief, and other discouraging terms, has come to visit her parents. She is amazed at the effects of the process of refinement to which her madcap niece has been subjected. "I declare I'd never have known her," she remarks. "How on earth did you do it?" "I didn't do it," is the mother's reply, "it is all the teacher's work." There's the advertisement for us.

Again we come across a shock head of a boy who has been a miracle of clumsiness and stupidity. His mother screams at him many a time for some unheard of act of awkwardness, and his father makes the crushing remark that the boy hasn't wit enough to be trusted out in the street without a collar on him like a poodle.

Well, the teacher takes hold of this unpromising subject and lo! the shackles of clumsiness and stupidity fall from him.

With education and refinement comes an unconscious air of dignity and grace that makes the boy the pride of his parents. It is all our doing and he advertises the fact. Why is it that so many parents in the humblest walks of life will deny themselves many things they might have, and work and toil

with extra energy to keep their children the longer at school? Simply because they have read the living advertisements of refined girls and cultured boys who have been molded into shape by the complete process of the common school. Do not falter then, teachers, for we are advertising ourselves all the time by our daily work in the school room, by our dress and conduct on the street and elsewhere. The better the work, the more correct our deportment and the more tidy and consistent our dress the more valuable and effective will be the advertisement of our profession. The American citizen wakes in the morning and pulls from under his pillow a watch, on the cases and works of which appears the name of the maker. Learning by the timepiece that it is his time for rising, he throws back the blankets stamped with the print of the manufacturer, and performs his ablutions by aid of a cake of soap showing the grade of the same and the maker's name. Then he dons underwear, linen, trousers, vest, coat and shoes similarly labeled, and sits down to a breakfast served on dishes and eaten with cutlery decorated in like manner.

After that he adds to his attire hat, gloves and overcoat that all tell their origin by means of printed tabs, and goes forth to business well dressed in every respect, and yet — a walking advertisement. The cigar he smokes as he strides officeward is adorned with the vender's name, and the crackers or bread he munches with his coffee at luncheon bears the baker's trademark. He reaches home at night and is welcomed by a smiling and triumphant wife, who explains that she has just returned from a satisfactory shopping expedition, which she was induced to make by reason of announcement of "bargain day" at various stores published in the papers.

Every article of wearing apparel, his food and drink, in fact nearly everything he sees or handles, is marked to indicate the quality of the material, to tell the name of the maker and advertise his genius and skill. Our pupils do the same amount of advertising for us; only in a different way. Every time they illustrate the care we have taken of them and the lessons we have imparted, they are telling the world in the most eloquent way that we should be liberally patronized and deal only in the best goods.

The schools are the advertising medium through which our work and preparations reach every household of the State. The products of our work, our trade, our profession are eagerly sought for and enter into every industry and enterprise of the social, political and industrial world. As artificers of the moral and intellectual fabric of our nation, let us build the superstructure upon a liberal, wide, and permanent foundation. The trade mark of our productions must be established upon the basis of wise, sincere and faithful labor to elevate the condition of the masses. The common schools with which we have to deal, principally, should receive our tenderest care and hearty support. On the common district depends, to a very considerable extent, the welfare of the State.

There the great masses of our future citizens of sterling and honest principles of manhood receive their inceptory training. From them come many of the men who determine at the ballot box what kind of government we shall have; some of the most prominent and distinguished citizens who make and execute our laws. It is there that many of the most successful business men, those who in after life sway large business enterprises, receive their first training, and these schools should not be overlooked or weakened by neglect, or by the withdrawal of the support and succor which the State primarily intended to give them through the free school law.

If we look at this question from the right standpoint, we must be convinced that the district school, not the stately college, is the chief nursery of citizens and is entitled to the greater share of public support. From the common schools, in city and country, we get not only the brawn and sinew, but also the majority of brains and enterprise that make the most valuable element of citizenship. The list is long and embraces many, if not a majority, of the most distinguished citizens of the nation, whose school training in boyhood began, and in many cases ended, with the country schools. The common district school is the starting point, the foundation stone of the future structure, and ought to be nurtured and protected with especial care by the State. It is at the common schools where the elementary English branches only are taught, where over ninety per cent of

the youth of our land obtain all the school training they get, as they are compelled by force of circumstances to leave school at an early age. Then they should receive special attention. Nearly half of the school population is in attendance in the country and village districts. Is it not then important for us to give the country districts more attention than they have been receiving in the past? The country district schools are the weaklings of our system and need the fostering care and protection of the State. These are the schools whose interests and prosperity are directly charged to its support. They need the succor of the State and the wise and honest supervision of those charged with their management.

The usefulness of the school depends upon the character of the teacher.

The stumbling block of our public school system is the empiric, the careless, the indifferent and inefficient teacher. It is this class of teachers that brings dishonor upon the profession, and keeps salaries down far below what ought in justice to be paid for efficient services. * * * * *

Let our work be such that the eye of the passenger as he is borne across the State on an express train will gaze with more pleasure on the neat, tasteful and comfortable country school houses and their tidy and well-kept grounds than on the flaming advertisements painted on rock and fences, of pills, and porous plasters. The country schools should become a landmark, a reminder of the superiority of our State in statesmanship, science, commerce and every other walk of business. Let it be said, here such a president went to school, there such a governor spent his boyhood days, and there such a railroad president received his first lessons in school; in that little red school house on the hill-side the head of some commercial firm of national reputation was taught the elementary branches; in that small white building peeping out of a shady grove the mind of a great electrician, engineer, or some noted editor was first awakened and began to develop. We should take especial pride, then, in the common schools and endeavor to make them better and more useful each succeeding year, and thereby carry forward the original design of those who so wisely and liberally planned the system. We are the artisans and must advertise our work by good results and our rewards will come in like proportion.

Supervisor Charles R. Skinner offered the following resolution as a tribute to the memory of one who had long been connected with the State Association as a member, and who had endeared himself to every one whose acquaintance he had made during his lifetime.

On the twelfth day of October last, Thomas F. Donnelly, a beloved member of this association, passed from unselfish service to his eternal rest. Let us place upon our records, and send to his bereaved family, our tribute of love to a devoted husband and father, a loyal friend and a cultured gentleman, whose executive ability, literary accomplishments, and educational tastes, endeared him to every associate and will keep ever fresh the fondest memories of one of the best of men and truest of friends. Cordial in manner, generous in nature, he was constant in kind deeds and in good works. He held a place in our hearts which was and is sacred to him and him alone. Through long suffering and cruel pain borne with a patience almost divine, he kept his eye on the bright star of hope, and this hope he held out to cheer his friends until the light of his life went out. He still lives in the memories of those who knew and loved him best. "The forgotten only are dead."

The resolution was unanimously adopted by a rising vote of the association and the secretaries were directed to forward engrossed copies thereof to the family of the deceased.

The following telegram was received from ex-commissioner John B. Merrill, dated Long Island City, January 4, 1894:

"Commissioners' convention: Forty-one new and remodeled school buildings in my district. Regret that I am tied up in court with no possibility of getting there. Kindest regards to all."

(Signed.) JOHN B. MERRILL.

The president of the association was directed by resolution to reply to said telegram. Deputy Superintendent Sandford remarked in connection with the telegram that it was the first time since he became acquainted with Commissioner Merrill that he ever knew him to be "tied up."

Telegram was also received from Commissioner McClary regretting that he was detained at home by illness. Commissioner

Leak of Fulton county also telegraphed his regrets at being unable to be present.

Commissioner Maxson offered the following resolution which was adopted: That the committee on legislation be requested to urge the Legislature to amend the school act, changing the time for holding the annual meeting from the fourth Tuesday of August to the first Tuesday of August.

Ex-Deputy Superintendent Skinner said that it was an excellent thing for the commissioners in association frankly to tell the Department what they wish, what they like and what they do not like in matters relating to laws and regulations. It is my experience that the superintendents of public instruction have always been more than willing to hear suggestions from those who are directly interested in educational affairs and I know it is the desire of the present Superintendent.

For eighteen years the annual school meetings were held on the first Tuesday in October in each year, then for four years the time was changed to the first Tuesday in August. I would say to this association frankly that I know something concerning the change because, after my experience as deputy superintendent and as Mr. Sanford will tell you in his experience, the great volume of correspondence in reference to the school law and school meetings comes into the Department at that time of the year when we are really crippled because of vacations, etc.

If the annual meetings are held on the first Tuesday in August a mass of correspondence comes into the Department at that time.

It is my judgment that every school district in the State should have at least three trustees. If it is the wish of the association I am very certain that the Department will not oppose the change proposed by the adoption of this resolution.

Deputy Superintendent Sandford said:

This body of commissioners is well aware that I am in hearty sympathy with them, having served as school commissioner for eleven years in an important district of the State, and all that concerns the commissioners interests me. Although I have been elevated to the position of Deputy Superintendent of Public

Instruction, I still feel the same, and even a greater, interest in the work of commissioners than I have had in the past. They have my sympathy and I will do all within my power to encourage them in their work. I desire to state in behalf of the Department of Public Instruction, that there is no reasonable request that you can make of said Department which the Superintendent and his subordinates will not most gladly accede to, provided it can be done consistently and within the limits of the law.

With reference to the pending question, the correspondence of the Department shows that the change of the date of election from the first Tuesday of August to the fourth Tuesday was one which in no wise seriously affected those directly interested in school elections. My experience when commissioner in Westchester county leads me to prefer even a later date than the fourth Tuesday of August for our school elections, but possibly the conditions existing in Westchester county are different than those in many of the interior counties of the State. In my old district the people prefer to have their election in October rather than in August for the reason that so many of them are absent during the month of August on vacation. I think, as a rule, that the counties adjacent to the city and county of New York prefer their elections in October rather than in August, for the reason that so many of the people interested in the selection of members of boards of education are absent from their homes during August. However, with reference to the proposed change, I am satisfied that you will meet with no opposition from the Department of Public Instruction should you present a bill to the Legislature during its next session changing the time from the fourth Tuesday of August to the first Tuesday. The Department desires to consult the wishes of the majority of the commissioners in respect thereto.

With reference to the point made by the gentleman from Jefferson who read his paper relating to publishing of the items of expenditure of school districts, I would state that he was wrong in his premises, for the bill to which he refers does not in any way apply to the common school districts of the State as he intimated. It applies only to the larger union free school districts, and that it was a wise measure to adopt I have

never doubted and do not now doubt. In many instances boards of education did not conform to the old law which required a statement of their expenses to be published annually. Complaints were made to the Department from a number of districts with reference to this matter and the law was changed last winter so as to make it absolutely essential that these items of expenditure be published for the information of the people. It appears to me that it is due the people of the several districts of the State that boards of education should render annually an itemized account of the receipts and expenditures of their districts. Such a report, in my judgment, is due from boards of education to the people of the districts, and I leave it to the good sense of this body if it is not a wise provision of the law. Is it not proper that the people who furnish the means for conducting our schools should know how said means are expended?

With reference to the publication of the items, I will state that it conforms to the provision of the statute, under the decisions of the Superintendent of Public Instruction, if the publication simply gives a summary of the several items. It is unnecessary to itemize every single purchase.

In reference to the regulations concerning uniform examinations, and the amendments proposed thereto, I defer to the examination clerk and to the conductors of our institutes, knowing that they are fully competent to speak upon this matter.

Supt. Sherman Williams, of Glens Falls, said :

With reference to the day of our school meetings I suppose, so far as the villages are concerned, it does not make much difference to them; but we do not like so many changes. A day early in July would be the most satisfactory. We are not very particular in reference to the day.

Commissioner LaRue thought the fourth Tuesday in August too late for the school meeting.

Commissioner Brainard said that all who had spoken to him were in favor of changing to the first Tuesday in August. The time as fixed at present is to the disadvantage of the teacher, trustee and commissioner. I am not certain but that the first Tuesday in July would be found better than the first Tuesday in August.

Commissioner Barr said that all the trustees of schools in Genesee county are in favor of holding the meetings on the first Tuesday in August instead of the fourth.

Commissioner Strough said it would be better to change the date of the annual meeting to the first week of July.

Superintendent Bullis of Oswego favored the change to the first Tuesday of August.

All the commissioners who spoke, and there were many, were in favor of the change from the fourth to the first Tuesday in August. The resolution was adopted as aforesaid.

Commissioner Maxson also offered the following resolution:

Resolved, That it is the sense of this association that the second-grade examinations should occupy but one day and that it should be held on a Saturday, except for March and August, when the first-grade examinations are held also.

Mr. Finegan, examination clerk in the Department, in opposition to the resolution, said:

The Department has something to say relative to this resolution. The Department is opposed to its adoption. I think it is perfectly well understood by the commissioners of this State that it is the desire of the Department to accede to the wishes of commissioners in relation to any regulations affecting the uniform examinations.

But the commissioners should reflect the sentiments of their teachers on questions in which the teachers are directly interested. Now I do not think there is a commissioner on this floor who will take an exception to the statement that the work required for a second-grade certificate is too much for a teacher to accomplish in one day. I would like to ask the commissioners of this convention how many of them have had teachers, and how many teachers, who have succeeded in passing for a second-grade certificate in one day.

There is another thing that must be taken into consideration in the discussion of this resolution. No commissioner has a right to sit down in his commissioner district, take a map of his own district, look that over, and say that the regulations adopted must conform to his district. He must take into consideration the 114 school commissioner districts of the State, and the regulations that will conform to the best interests of the largest num-

ber of these commissioner districts are the regulations which he ought to favor.

The gentleman who offered this resolution was fair enough in his discussion to say that he had considered nothing but the interests of Montgomery county, and had not thought of the 113 other commissioner districts in the State. If a teacher cannot succeed and does not succeed in passing the examination in one day where is the justice or benefit of requiring that teacher to drive from one end of the district to another a month later to attend another examination, and to be at the extra expense of hiring a conveyance to make this extra trip across the county. Why not permit teachers to complete the work at once and have the second day, which nearly all teachers require immediately after the first day? To my mind it is clear that the teacher is at less expense in a two day's examination than in taking two examinations, of one day each. The change to two days was made in the interest of the teacher.

You will understand that two examinations were omitted this year, but it is the intention of the Department, if it meets the wishes of the commissioners, and I think it can be done safely, to omit one or two more during the next year. If we omit but one it leaves but seven examinations, and with two days you devote fourteen days to the work, and under the old system you devoted ten days. Another point that has been raised is that commissioners are not able to get suitable places in which to hold an examination. Four of the examinations during the year will occur on Friday and Saturday, and the other four on Thursday and Friday, and one of these during the summer vacation. All examinations were arranged to take place the last days of the week and will thus permit teachers to teach during the three or four days of the first part of the week, and not break up the week as the first grade formerly has, by occurring on Tuesday and Wednesday; and I think commissioners will find boards of education and principals of schools willing to co-operate in this matter, and thus extend greater privileges and benefits to our teachers.

We were appealed to by several commissioners, five I believe, to arrange at least part of the examinations for the year, so that those persons who hold and observe our Saturday as their Sab-

bath, might not be debarred through conscientious scruples from attending examinations. The Department recognized the justice of their claims and ordered the two days.

Mr. Weinman: How many teachers are there of that religious denomination?

Mr. Finegan: I don't know how many teachers belong to that denomination or to any other denomination, but we mean to give all a fair chance. These teachers have four opportunities to attend second-grade examinations during the year, while other teachers have eight. I hope the association will vote down the resolution.

This resolution was discussed by many of the commissioners; by Conductor Stout, Dr. Milne, of Oneonta, and others. After a spirited discussion the resolution was lost.

Commissioner Maxson offered his thanks to Conductor Stout and to the association for the consideration shown to the small body of Seventh Day Baptists of which he was a member.

Adjourned until 8 P. M.

The association was called to order at 8.15 P. M. In the absence of the president the first vice-president, Hon. James B. Lockwood, of Westchester county, presided.

The following paper by Professor Welland Hendrick, one of the institute conductors, was then read:

TENDENCIES TO BE AVOIDED IN THE USE OF THE GRADED COURSE OF STUDY.

I am in favor of a uniform graded course of study in the common schools. I am in favor of all the machinery necessary to render the system effective, and of no more.

One of the prime elements in art and mechanics is simplicity. So the question with us is not how much, but how little. It will readily occur to us that the leading error to be avoided is loading the course with too many subjects to the neglect of the common English. It might pay us to dwell on this topic; but the discussion is not new; and if I am not mistaken there is at this time a healthful tendency in colleges and in lower schools toward a less varied selection of studies. I may be wrong; but,

at any rate, I choose to pass over this topic with the mentioning for one more pressing in its immediate effect.

Since handing in the statement of my topic, I have concluded to devote this paper not to some but to one of the tendencies, and to call attention to the part which examinations play in the graded course of study. In this connection three questions arise:

1. Is the system of examinations an essential part of the graded plan of work?

2. If it be essential now, is it a temporary or permanent expedient?

3. If it be a permanent feature, what modification can be introduced to counteract the well-known evils of examination systems?

I. Are the examinations essential to the successful working of the graded plan?

The first consideration is the object of these examinations. They are introduced, first, to secure evidence for the superior officer that the teacher has covered the proper ground in class; second, to give evidence to the teacher, to succeeding teachers and to teachers in other districts, that a certain pupil has covered a term or year's work, which is a definite known quantity.

How far are these examinations likely to do this? Experience must teach us. We have three well-defined systems of State examinations in New York schools.

1. The uniform teachers' examinations.

2. The examinations of the Regents.

3. The system under discussion.

The uniform examinations for commissioners' certificates are not adapted for comparison in the present discussion; they are better compared with the examinations to enter the medical or legal professions. The examinations of the Regents of the University are suited for comparison in the question at issue.

As a machine, the Regents' system is worthy of study. In scope and detail the plan has approached perfection. To carry out its projects it has large sums, and is little hampered in the manner of disbursement. Its office and managing force is large is well trained and intellectually worthy of respect. Its examinations have been in progress for a quarter of a century; every

village pupil and nearly every country scholar knows about the Regents. We may well draw a lesson from the fruits of this system.

On the start, however, we find that the object of these examinations differs from that of the examinations of our graded course. The Regents' examinations are held for the purpose of obtaining a basis for distributing money. History and the present conditions of things show this. Thirty years ago the Literature Fund was distributed according to the number of academic pupils as returned by the several principals. As this number came, in many schools, to include primer pupils, the so-called preliminary examinations were instituted to correct the abuse. Such was the beginning of the system.

A careful survey of the Regents' schools, at the present time, shows that the same object of the money to be secured is often the one most in view, and the one that keeps the examinations in force. True it is, to the credit of the system, that it has modified, largely for the better, the studies of our schools, and raised the standard to a certain point. But this effect has been largely a secondary consideration.

Now, the object in our graded course being primarily to preserve a certain fixed grading, the question will naturally occur, does this Regents' system, whatever its main purpose, tend to establish a certain fixed and definite classification of its pupils?

My experience with the Regents' system, and my observation, have convinced me that its effect is frequently to destroy grading. I think that the most of you can call to mind union schools where the system is in full vogue, where the eight or nine grades up to the academic are definite and fixed, but where the pupils of the higher or academic classes are in a jumble, part tenth, part eleventh, part twelfth grade, until they finally emerge panting and nervous, with the long-sought and necessary diploma, and are graduated. In how many schools, where according to the course of study, three terms are devoted to a subject and the Regents pass-card is secured in one term, is the study pursued according to the course prescribed? The course is thrown to the winds. The ambition of the academic pupil is to take this and that, one and another subject, the sum total of the so-called counts being the great desideratum.

Now, if we make too much of the examinations and of the certificates obtained by examination in the graded course the same results as just described are likely to follow. The greater the ambition to obtain the certificates, the greater the danger to classification; and the order of study and the terms to give to them will become a secondary consideration.

Another matter to take into account is the educational value of the certificates of attainment. There is an art of study. Greater is it than the art of mere arithmetic, or grammar or geography. That teacher has done his supreme work when he has taught his pupils how to study. But, I submit it, is it not largely true of the teaching of the Empire State that the great art daily before the pupil is the art of passing?

Systematize your examinations to the last degree, prescribe your scope and time of study as you will, and bright teachers and pupils will catch the art of getting through your examinations and of discounting your prescribed time of study from one-half to three-fourths. They will read up a few nights beforehand and pass your term's work without class study and contact with the teacher.

Small indeed is the educational value of certificates which afford little idea of time spent and of study given; they are indicative of facts secured, but not of culture attained.

The Regents' system is again at hand for proof. I often hear of colleges that do not receive Regents' testimonials with favor. Out of the State the pass-cards are generally disregarded; in the State they have been received only under pressure; and I say it advisedly, there are colleges of New York that prefer the written statement of some teacher they know, or even of some stranger teaching in a small academy or union school, to the engraved certificate of the University of the State of New York, with its imposing signatures and stunning red seal.

Why? Because time of study is a great element of its quality; because no system of examinations uniformly extending over great areas, totally ignoring class standing and personal peculiarities of candidates, where the teacher, who has studied the candidate's mind as a doctor studies a patient's body, is a mere clerical officer; no such system, I say, can give but faulty certificates of a pupil's scholastic attainments.

The normal schools of the State handle large numbers of these Regents' certificates. By agreement certain pass cards are uniformly taken, some of them at fifty cents on the dollar; e. g., a plane geometry certificate, meaning twenty weeks' work in the normal school, is accepted for ten weeks. But Department teachers in normal schools, as they have talked with me, speak in a deprecatory way of these testimonials of attainment. In mathematics, from my personal experience, I pronounce them untrustworthy, deceptive alike to the candidate for admission and to the future teacher. I have followed up the presentation of such testimonials, with these questions: How long did you study the subject—weeks, days per week and hours per day? What subjects did you cover? Who was your teacher? The answers to these and to similar questions far exceeded in value to me these testimonials of examinations, my sole intent being to know how much the candidate knew and how far he had mastered the art of study in my department.

Now, it is something of a question how valuable these certificates given upon passing the examinations of the graded course will be to teachers and pupils. I say to pupils, for one great fault of any such system is that the children holding them are the most deceived in regard to their real value. Already pupils of district schools are holding up the papers or cards that certify to their attainments, when teachers ask them to review a half learned subject, as evidence that an educational system forbids their going back over that work. And complaints come from teachers taking charge of a school or upon receiving pupils from another school, that they must discount the certificates; that they are deceptive and untrustworthy.

Of course, these conditions are likely to attend any system or lack of system. The facts presented do not necessarily argue that these examinations should be eliminated from the graded course. But they make it a question of doubt and as such I leave it for the second question presented.

If these examinations are essential now, may they at some future time be laid aside?

A machine helps to a certain point and then prevents excellence. It is a thing of mediocrity. In the reorganization and conduct of a union school for a term of years I felt for a while the help of

a system of State examinations. Then the examinations became a drag and I contemplated throwing them out for the good of the school; just as in fact in another school equipped with department teachers I did do, much to the benefit of the school work.

So possibly it may be with the examinations in the graded course of study. The plan is new ; immature teachers are trying to carry it out, who themselves hardly know what grading is. The uniform examinations may be a temporary necessity, something that may be laid aside when the system has spread over the State and its workings have become a tradition in the district schools.

But if the examinations are to be a permanent feature, then they must be perfected. Scholastic boards must make them out ; the detail of making, sealing, sending and opening the papers must be precise and imposing ; the regulations that hedge in teachers and candidates must be detailed and specific. Our system must have salaried managers, an army of examiners, clerks and typewriters, a suite of offices in the big Capitol, millions of pigeon-holes and a little boy with a silver-plated platter to carry in the cards of visitors, while they wait without in awed impatience.

The third question now comes up. If the examinations are to be a permanent part of the plan of grading, in what way may they be modified ?

I suggest that where the commissioner knows the teacher and his work, knows that he covers the required ground in a proper manner, that in that case the teacher's statement, including class standing and amount of attendance, either with or without an examination record, be substituted for the mere certificate of examination standing. Such a statement is worth ten to one against the mere standing of a paper. At any rate let us have a system that puts great stress on class work. It is the great work of schools, and examinations too often do not gauge it.

But it is said the machinery of examinations is needed to keep up the work of poor teachers, whose word in reference to class work and attendance would be worth little. Well, nothing will take the place of good teaching. To improve the personnel of our teaching force is our first aim. As long as there are poor teachers the graded course, whatever the detail of its working, will be poorly conducted. The examination and the certificate

of that examination must be carefully made a secondary matter. The good teacher is belittled by making him a mere clerk. But if our best efforts are toward perfecting the examination machine, then we may as well know that the best machine ever made has been beaten. If we put our slot machines in every district in the State, we may rest assured that punched and leaden coins will pass legal tender in them all. Take out the machine and let the teacher handle the coin, and in some schools at least none but the genuine will pass.

If the examination system must remain let it be with the broad modifications suggested. Let it not follow the line of growth of the other educational system before referred to.

And right here, in all fairness to the Regents' system and lest my references to it be misconstrued, it ought to be said that this comparison should not be taken as a condemnation of it. In many ways the two systems are not parallel. The Regents' work has to do with pupils of a different character from that of the pupils in the graded course. That system has funds and an equipment which the examinations of the district schools do not have and do not need.

Moreover, we must all recognize that in many lines the Regents, examinations have done a great work for the schools of New York, and that the assistant managers of the system command respect for their scholarly and executive abilities. But their lead is not for us to follow.

I heard a commissioner say to the teachers at an institute: "You are to conduct this examination just like the Regents. You know what they are; follow their rules right through."

I enter my protest against the system of study in the common schools becoming a little tin model of the Regents on wheels.

Finally, let the examinations be permanent, temporary, or be removed entirely, as the judgment of the commissioners may dictate; but let all our actions be directed by true educational ideas. So I close by repeating:

There is an art of study greater than any art of arithmetic, grammar or geography. The great work of school is learning how to study. Time and regularity are prime elements in this attainment. Culture more than facts is what we are after. Regulations to better the poor teacher must not be such as belittle the good teacher. Daily contact in the school-room with the

living teacher must furnish the best evidence of a pupil's attainments.

This paper was ably discussed by Superintendent Sherman Williams, of Glens Falls, and Commissioners Lusk and others.

Superintendent Williams said :

If I may be allowed a few moments I will say that this is a subject I know something about. Possibly I did not follow the paper closely enough to catch the drift of it. I am inclined to think that it made an impression on my mind that the reader of the paper did not intend to convey. He spoke of the two purposes of examinations and condemned them and I would condemn them with him. He left me to think that that was the only province of an examination. I take it that there are two legitimate purposes for an examination in a graded school and that they are necessary, and that there never will be the best work done in any graded school without it, or that there never will be any downright good work in a graded school, however good the teacher or however good the superintendent.

I have been carried away by quite a number of charming things in the course of my experience, but I have been brought back again, and I think those who have been carried away with the examination subject will be brought back to it. I refer to those who are carried away by not having examinations.

Conductor Hendrick said :

I had reference simply to examinations made by officers who do not have direct personal contact with the classes to which these examinations are given. I recognize the benefits of examinations and recognize that they are good things to fix and test and arrive at what is best ; but when these examinations are given by a person who has no personal contact with the class, and the papers looked over and marked in a general way, not by a person who makes out the examinations, but by some clerk, I think such examination systems are far from being perfect.

The paper was discussed at much length by many commissioners, principals and superintendents present ; but want of space precludes even a synopsis thereof.

Commissioner F. R. Smith, of St. Lawrence, offered the following resolution :

Resolved, That the increased work and expense connected with the office of the school commissioner calls for an increase in com-

pensation, and that it is the sense of this body that the salary should be increased from \$1,000 to \$1,300.

The resolution being before the association Commissioner Smith proceeded to argue in favor of it.

Commissioner Barr said there was nothing in the resolution that he did not like, except that he would make the increase to \$2,000. He was heartily in favor of the resolution, however, if \$2,000 could not be obtained. The discussion upon this resolution was continued.

Commissioner Plank moved as an amendment that the same be raised so that the salary would be \$1,500.

Commissioner Harrison opposed the amendment.

Commissioner Barr proposed that the salary be placed at \$2,000.

Commissioner Brainard favored the sum of \$1,500.

Commissioner LaRue was in favor of increasing the sum to \$1,300.

Supervisor Skinner and Commissioner Maxson favored the increase in salary. Mr. Finegan also favored it. The resolution as amended by Commissioner Plank was adopted unanimously.

Commissioner Parsons offered a resolution to the effect that school trustees receive compensation for services rendered as trustees to the amount of twenty-five dollars per year. On motion the resolution was tabled.

A resolution was adopted pledging the efforts and influence of the members of this association in favor of the increase in salary.

Upon motion the following committee was appointed to revise the graded course of studies for common schools :

Commissioner L. O. Wiswell, Professor Henry R. Sanford, Commissioner C. D. Hill, Commissioner F. W. Knapp and Miss Gratia L. Rice.

Adjourned to 10 A. M. Friday.

FRIDAY, JANUARY FIFTH.

Convention called to order at 10 o'clock, President Harrison in the chair. The following letter, addressed to the president, was received and read :

UNIVERSITY OF ROCHESTER,
ROCHESTER, N. Y., *January 4, 1894.* }

It gives me great pleasure, in the name of the faculty of the University of Rochester, to extend the Association of School

Commissioners and Superintendents a very cordial invitation, during your session, to visit and inspect the University of Rochester, its library and collections. Members of the association will be very welcome to any of our lectures and recitations.

With the best wishes for a successful meeting of the association, I am

Very respectfully yours,

DAVID J. HILL,
President of the University of Rochester.

Upon motion of Commissioner Smith, of St. Lawrence, the thanks of the association were tendered to the president of the University for his courteous invitation, and the same was gratefully accepted.

Report of the committee on place of holding the next meeting was received, and upon motion the recommendation of the committee naming Oneonta as the place for holding the next annual meeting was unanimously adopted.

The report of the auditing committee was received and upon motion accepted and adopted.

The report of L. F. Stillman, treasurer, was presented and adopted and ordered placed on file.

This report showed a balance on hand of two dollars and twenty-one cents and there was an unpaid bill of James B. Lyon for printing amounting to ninety-three dollars and twenty-one cents. Upon motion it was unanimously resolved that the members of the association be invited to pay into the treasury one dollar each. Many of the members accepted the invitation and cheerfully paid in an additional dollar.

Upon motion of Ex-Commissioner Lusk, of Broome county, the privileges of the floor were granted to Mrs. Ellen B. Greenleaf, of the city of Rochester. The president appointed Deputy Superintendent Sandford and Dr. James M. Milne a committee to conduct Mrs. Greenleaf to the platform. The committee performed their duty and Mrs. Greenleaf was formally introduced to the association and thereupon addressed the members as follows:

I did not anticipate saying much before you this morning, but I desire to offer a resolution and ask for it a respectful con-

sideration. It seems to me a very remarkable thing that the education of the young should be given over so largely to a class of persons who are ranked politically with idiots and prison convicts. It does seem quite out of character that such should be the case. A large proportion of teachers are women, as we all know. They have a large share in molding the character of the children of the State. It seems to me very important that women, having this position, should stand politically on an equality with men that they may have a voice in the framing of our laws, in seeing what men and of what character, should be chosen to fill the offices of trust in our communities. After a few further remarks Mrs. Greenleaf, through the president, presented the following for the consideration of the association:

WHEREAS, We, school commissioners and superintendents of public schools of the State of New York, in convention assembled, recognizing the important part taken by women in all such matters pertaining to education, and the beneficent results of a co-educational system based upon a recognition of the equality of the sexes, and believing that thirteen years of woman suffrage in school matters has been beneficial to the schools; therefore,

Resolved, That we favor an amendment to the Constitution of our State striking out the word male in section 1, article II, and that we will do all in our power to secure the same.

This resolution being of a character to provoke unlimited discussion it was, upon motion of Commissioner Barr of Genesee, laid upon the table.

The committee on resolutions, through its chairman, presented the following report:

Your committee appointed to present resolutions expressing the sentiments of this body beg to submit the following:

Resolved. 1. That we extend our thanks to the citizens of Rochester for their very cordial reception and generous entertainment during this convention.

2. That we most heartily thank His Honor Mayor Curran and Superintendent Noyes for their very able and eloquent addresses of welcome to this attractive and beautiful city.

3. That we are greatly indebted to the board of education of the city of Rochester for their kindness in extending to us the

invitation to visit the D. W. Powers Art Gallery at their own expense and for other courtesies extended.

4. That we most sincerely thank the press of Rochester for their interest in the proceedings of this association, and for the generous and extended reports of its deliberations.

5. That we commend to the careful and thoughtful consideration of the commissioners of the State those measures that have been presented for the elevation and progress of the common schools, which are the basis of the education of the masses.

6. That we have been very much gratified by the presence of Hon. J. F. Crooker, Superintendent of Public Instruction, and have been edified by his able, thoughtful and encouraging address.

7. That we pledge to Hon. J. F. Crooker, Superintendent of Public Instruction, and to his associates in office, our hearty support in their efforts to promote the educational interests of the State, and assure them that we shall be always ready to co-operate most loyally with them in all their endeavors to advance the cause of public instruction.

8. That we present to Mr. Howard B. Harrison, president of this association, and to its other officers, our warmest thanks for their efficient services, which have made this convention one of the most enjoyable and profitable conventions that this association has held.

9. That we express our great appreciation for the consideration shown this association by the various railroads that have given to its members reduced rates.

10. That our thanks are also due to Mr. Elmer E. Almy, proprietor of the New Osborn House, and his assistants, for the courteous and satisfactory manner in which they have provided for our comfort and convenience.

11. Our hearty thanks are due to Mr. James Fields for the inspiring flag decorations of the assembly hall in which we meet.

JAMES M. MILNE,
MARTHA VAN RENSSELAER,
JAMES D. SULLIVAN,

Committee.

Upon motion the resolutions were unanimously adopted.

Commissioner Wiswell then read the following paper upon

THE WORK OF THE SCHOOL COMMISSIONER.

When the old-time cook was about to give advice on dressing and cooking rabbit, you remember he began, "First catch the rabbit."

With their usual energy and practical sense, a majority of those before me, it is safe to say, have already followed a course similar to that advised by the famous cook, and have made secure their titles to the office of school commissioner.

Whether this particular rabbit will prove tender and savory or tough and bitter, is not a question for me to discuss now, save indirectly. This much may be said, however; the ambition to become an efficient school commissioner is laudable; for, above all monetary considerations, in that position lie glorious opportunities to spread the light of knowledge, truth and purity. When a man is struggling against unfavorable and discouraging circumstances, it is an immense satisfaction and support to him to feel that, after all, his work has an elevating and ennobling influence upon his fellow-men. Every commissioner has shared in this sentiment.

At stated times conventions are appointed to inquire whether the great fundamental law of the State meets the requirements of her new growth. So may this body properly inquire whether, at our present stage of progress, the laws, rules and customs which govern the work of the school commissioner are calculated to produce the best results.

In order to assist in the diagnosis, and to give some idea of the load which the commissioner carries, allow me to enumerate his most important duties:

To visit and examine all the schools and school districts within his district as often in each year as shall be practicable;

To inquire into all matters relating to the management, the course of study and mode of instruction, and the text-books and discipline of such schools, and the condition of the school-houses, sites, outbuildings, and appendages, and of the district generally;

To advise with and counsel the trustees and other officers of the district in relation to their duties, and particularly in respect to the construction, warming and ventilation of school-houses,

and the improving and adorning of the school grounds connected therewith ;

To recommend to the trustees and teachers the proper studies, discipline and management of the schools, and the course of instruction to be pursued ;

To examine the district libraries ;

To direct trustees to make repairs on school-houses and furniture, or to provide new furniture ;

To direct the trustees to abate any nuisance in or upon the premises ;

To condemn unfit school-houses, if the circumstances will warrant ;

To erect new districts ;

To annul districts and to alter district boundaries ;

To define district boundaries ;

To hold eight to ten teachers' examinations a year, mark the answer papers, keep complete records, make full reports to the candidates, the State Superintendent, and the instructors of training classes ;

To grant certificates to teachers ;

To examine charges against teachers ;

To annul certificates, if there is just cause ;

To visit teachers' classes ;

To organize and hold teachers' institutes ;

To appoint trustees ;

To take testimony in appeals when directed to do so by the State Superintendent ;

To conduct examinations of candidates for Cornell scholarships ;

To apportion the public school money ;

To make three copies of abstracts of trustees' annual reports ;

To make an annual report to the State Superintendent ;

To distribute the State Superintendent's annual reports, the blank school registers, the trustees' blank reports, the library certificates, the law circulars, the Arbor day circulars, etc. ;

To have general charge of teachers' associations ;

To assist trustees in finding teachers when they are scarce ;

To reply to numerous daily communications from various classes of people, on a variety of topics ;

If a course of study is used in the district, to send examination papers to all the teachers at the end of each term, and

To examine the reports, and issue grade certificates and diplomas ;

“And generally,” quoting the law, “to use his utmost influence and most strenuous exertions to promote sound education, elevate the character and qualifications of teachers, improve the means of instruction, and advance the interests of the schools under his supervision.”

Broadly stated, the duties of the commissioner are *inspective* and *clerical*. Considering the far-reaching and vital results of the former, they must be deemed far the more important. In addition to correct scholarship and sound judgment, they demand a broad mind, a knowledge of men, and a high degree of executive ability.

Inspection involves the accountability of teachers and officers, which means health and vigor ; a knowledge of educational principles, by which a commissioner may be guided in his criticisms ; personal observation, by which he may, with his own trained eyes and ears, gain correct ideas of actual conditions ; authority by which he may be able to command a hearing and effect reforms ; and personal contact with teachers, officers and patrons, by which he may use his influence to best advantage at short range, and may learn many valuable and interesting lessons in human nature.

Hear what some leading educators have said about supervision :

SUPERINTENDENT THOMSON, OF ARKANSAS.

(87-88, p. 171).

The State should manage her public interests on as sound business principles as private affairs are looked after by individuals who invest capital from which they expect large dividends.

Neither individuals nor corporations invest money without providing for careful and intelligent supervision of such business by agents skilled in their particular line of work. Our free school system is a public enterprise supported by the State and local taxation, by which the State hopes to secure a more intelligent class of citizens than we have at the present time.

Considering the large fund invested and the interest the State has at stake, it appears vastly important that the most careful and intelligent supervision should be secured ; a supervision intelligent, vigilant and active in every detail.

SUPERINTENDENT LOGAN, MONTANA.

(87-88, p. 172.)

The necessity of thorough supervision over the public school system has demanded almost universal recognition ; and wherever such supervision is lacking it is shown most conclusively by authenticated reports that the absence of it is inimical to the best interests of education.

SUPERINTENDENT RICE, OF SOUTH CAROLINA.

(87-88, p. 172.)

The humblest citizen has the desire and is entitled in this Christian land to claim that his children shall have the protection and guardian care of the most capable officials during their brief school life. We want a real system, vital in all its parts, not one elaborate on paper and defective in every point of practical development. * * * This principle of constant and patient inspection is inherent in any successful co-operation. Its presence and exercise mean life ; its absence or want of exercise, death.

SUPERINTENDENT MORGAN, WEST VIRGINIA.

(87-88, p. 172.)

Competent supervision is a matter of prime necessity in the management of our public schools in order to secure the best results. The State has done but a part of its duty when provision has been made for the levy and collection of a school tax, the building of school-houses, and the employment of teachers.

The qualified teacher should be placed first ; next in importance comes competent supervision as factors vitally connected with the advancement of popular education.

The work of teaching suffers more than all other professions from indifference and incompetency. Men and women seek an entrance to the ranks of educational workers, not because of natural or acquired fitness, but because it is the best thing they can do for that particular time, intending, as the majority do, to enter other fields of labor as soon as the opportunity offers itself. Fully twenty per cent of the entire enrollment of teachers in this State leave the work each year. The statistics of other States show similar conditions.

The importance of securing trained and competent supervision has become fully recognized in the management of all *city* public school systems, and this fact is so well understood that no expense is spared to secure the best talent and qualifications. A slight examination will show that the ungraded schools suffer more from frequent change of teachers and shorter terms of school than the graded schools of towns and cities, and yet the ungraded schools receive the least amount of supervisory care and direction.

The ungraded schools stand in greater need of supervision than the graded schools, and the best method of securing supervision for those schools as an unsolved problem.

SUPERINTENDENT HIGBEE, OF PENNSYLVANIA.

(87-88, p. 139.)

No one at all acquainted with educational work can fail to recognize the necessity of close supervision.

In our city schools, where generally the interests of education are well advanced, and great pride is taken in its success, careful inspection is in most cases secured. Professional educators of superior attainments and skill are employed with such remuneration as their high standing demands. But in our rural districts and smaller villages, where an inspection of kindred character is perhaps even more needed, this important matter has been too much and too long neglected.

UNITED STATES COMMISSIONER DAWSON.

(87-88, p. 386.)

If the general proposition of business life, that the poorer the workman the better must be the supervisor, be applicable to educational affairs, it is in the rural districts, and not in the cities, that the greater need for inspection exists.

Superintendent Draper, speaking of the rural districts in this State, said :

Supervision amounts to little or nothing, for distances are great, during a good part of the year roads are impassable and it is physically impossible for the commissioner, with generally more than 100 schools under his charge, to visit each very frequently.

UNITED STATES COMMISSIONER EATON.

(80, p. XVII.)

To realize the important relation which they (the rural schools) bear to the public welfare, we have only to remember that upwards of two-thirds of our youth must look to them for instruction.

What does the school commissioner say about the necessity of close supervision? Every day's observation impels him to affirm it. Let me paint you a fair picture.

The commissioner visits a country school. He is not accompanied by the trustee, for the direct road has led him wide of that gentleman's residence. He finds little tots writing millions, though they can not tell how much four oranges would cost at two cents each. Tall boys and girls are analyzing long sentences, but they are seriously perplexed on undertaking the untried task of writing one. Perhaps the teacher has been a member of a training class, but she can't for the life of her see how to reduce the number of her classes below thirty-eight.

It would be useless and harmful to find fault simply; he can only offer helpful suggestions; he can not give her a forty weeks' course in pedagogics; there are scores of other districts yet to visit and time is precious. If he could visit her again to-morrow, or next week and the week after, he could make her term of considerable value to the neighborhood, but it is impossible for him to do so. Besides, he is not expected to visit that school again this year.

It is soon discovered that there is anarchy in one part of the room, and it seems to center around a bright, saucy boy. It is plain that he is king of his playmates; every word from his lips is eagerly caught at, and every act noted. They desire to be like him. He is shrewd, and they admire shrewdness. He is bold, and they admire boldness. He is ready in planning and successful in accomplishing his will, and they like and fear him accordingly. But, alas! these fine qualities are misdirected, and the whole school is fast going astray. The teacher, in her weakness, offers just enough opposition to try and to strengthen his perverseness. How can the commissioner, in one short hour, so advise and influence teacher and pupil, as to convert this boy into a true gentleman and save the school?

During the few minutes of his stay he notices that little felt remains on the erasers and little slating on the blackboards. This illustrates the relation of cause and effect, and suggests a lecture on economy.

A pane of glass is missing, which has caused the teacher to close the blind to keep out the cold wind, thus shutting out the light from a much-needed window. The inconvenience from this, and the lecture are missed by the trustee, unfortunately, for he is not here. It does not seem worth while to spend the rest of the day hunting him up; he is liable to be in the back lots or away in town; moreover, there is too much of greater consequence to do. The commissioner therefore sends him word in regard to repairs, by the teacher, a pupil, or by letter.

He departs with a feeling of pleasure at the gentleness of the teacher and the purity of the atmosphere outside, but with deep concern induced by the consciousness that the light which he has left will shine but a short distance ahead.

On his way out he examines the premises, including the out-buildings, and here he finds a condition which he is loth to describe to any human being. With shame and indignation he sees that for weeks and months the younger children have been taking lessons in devilishness, and no inspector save a bashful girl-teacher has been near to prevent it.

Three months later, he learns indirectly that the erasers, the blackboard and the window remain in precisely the same condition, except the changes resulting from the natural "wear and tear." There is no inspector within twenty miles to hold the trustee accountable, and he knows it.

Until the millennium comes, it will not be sufficient simply to set men at work; some one must see that the work is *done* if much is to be accomplished.

Visiting schools is only a part of the commissioner's duty. There is other work which must be done whether this is or not. A single hasty visit once a year results in great good, and yet it is very unsatisfactory. If it is made early in the season, still the commissioner is unable to give to any evil or weakness which he may discover a systematic course of treatment, and the school is relieved from apprehension in regard to further visits; if it is made late, almost no benefit can result from it. It is useless for

the doctor to explain what he would have done had he only arrived in time.

It seems certain that the main purpose of those who created the office of school commissioner was to provide for the proper inspection of the schools, and anything which unduly or unnecessarily interferes with that duty must be harmful. It is folly to keep a commissioner weeks and months plodding at his desk when thousands lack the Promethean fire which he might give, and it is folly to expect highly efficient work from a commissioner who must spread himself over two to six hundred square miles of populous territory.

Without unduly multiplying words, then, it is plainly the opinion of those best able to judge that close inspection of schools is necessary to their great success; that the rural schools are in especial need of inspection; that the inspection of rural schools in the State of New York amounts to little.

What shall we school commissioners, as special guardians and representatives of the country schools, do about it? Shall we ignore our moral obligations in this direction, and say "In this condition we found the schools; so we will leave them?" If I mistake not, this organization is made of better material. In any proper reform, we are safe in counting on the hearty assistance of the Department, and of our city and village brethren.

It has been suggested that the school commissioner may be relieved by diminishing the size of his district; but before proposing any definite lines, it will be wise for us to ascertain how much one man can properly do.

Turning to our model village and city schools for hints in this line, and at the same time making comparisons with country districts, we have the following table :

REPORT OF UNITED STATES COMMISSIONER HARRIS FOR 1889-90.

CITY OR VILLAGE.	Supervisory officers.	Teachers.	Average.
Albany, c.....	22	279	12
Cohoes, c.....	1	55	55
Batavia, v.....	1	20	20
Binghamton, c.....	2	101	50
Brooklyn, c.....	185	1,755	9
Buffalo, c.....	23	735	31
Canandaigua, v.....	2	25	12
Geneva, v.....	2	23	11
Cortland, v.....	1	18	18
Dunkirk, c.....	15	42	2
Jamestown, c.....	1	77	77
Elmira, c.....	1	98	98
Hornellsville, c.....	6	40	6
Corning, c.....	.....	.....	.....
Ithaca, c.....	1	37	37
Lockport, c.....	1	53	53
Niagara Falls, c.....	1	18	18
Middletown, c.....	3	31	10
Newburgh, c.....	1	83	83
New York, c.....	235	3,956	16
Ogdensburg, c.....	3	40	13
Owego, v.....	1	27	27
Poughkeepsie, c.....	1	72	72
Rochester, c.....	2	431	215
Rome, c.....	3	44	14
Utica, c.....	1	176	176
Syracuse, c.....	13	287	22
Troy, c.....	3	163	54
Watertown, c.....	12	65	5
Yonkers, c.....	4	72	18
Mount Vernon, c.....	3	31	10
New Rochelle, v.....	.....	22	.....
Sing Sing, v.....	1	24	24

SUPERINTENDENT CROOKER'S ANNUAL REPORT FOR 1893.

COUNTY, EXCLUDING CITIES.	School commissioners.	Teachers.	Average.
Albany	3	204	68
Genesee.....	1	182	182
Broome ,.....	2	253	126
Kings	1	84	84
Erie	3	370	123
Ontario	2	287	143
Cortland.....	2	200	100
Chautauqua.....	3	362	120
Chemung	1	132	132
Steuben.....	3	531	177
Tompkins	2	174	87
Niagara.....	2	202	101
Orange	2	291	145
St. Lawrence	3	577	192
Tioga.....	1	222	222
Dutchess	2	265	132
Monroe	2	272	136
Oneida.....	4	459	114
Onondaga	3	440	146
Rensselaer	2	300	150
Jefferson	3	439	146
Westchester	3	397	132
Allegany.....	2	411	205
Delaware	2	394	197

According to the last report of the National Commissioner of Education, the city of Albany has, on an average, one inspector to twelve teachers; Cohoes, one to fifty-five. The commissioner districts in Albany county average one to sixty-eight.

In the villages and cities, there is on an average one inspector for every twenty teachers, while in the country there is only one for every 137 teachers.

A prominent educator in this State recently gave it me as his opinion that every school ought to be visited by a competent inspector at least as often as once a month. On that basis, allowing half a day in which to reach each district and do thorough work there, one inspector could take charge of about forty schools. There is not a commissioner in the State, however, whose district is not greater than this.

Even the sole district Kings Co. with. 16 school dist. has 84 teachers.
 First district Westchester Co. with. 21 school dist. has 172 teachers.

Sole district Richmond Co. with 29 school dist. has 173 teachers.
 First district Albany Co. with 44 school dist. has 51 teachers.
 While the sole district Tioga Co. with 150 school dist. has 222 teachers.
 First district Allegany Co. with 133 school dist. has 239 teachers.
 Second district St. Lawrence Co. with 178 school dist. has 204 teachers.
 First district Delaware Co. with 178 school dist. has 209 teachers.

There are 114 commissioner districts in the State, each covering 200 to 600 square miles, containing sixteen to 178 school districts, and employing fifty-one to 239 teachers. The average commissioner district covers about 425 square miles, contains ninety-seven school districts, and employs 137 teachers.

It will be seen that there is a wide difference in the amount of work required of the several commissioners, and that some are allowed to undertake several times as much as they can possibly do with credit to themselves, honor to the State, or profit to their constituents. It must be remembered that the world has moved considerably since 1856, the year in which the office of school commissioner was created, and some laws that were good enough forty years ago are as antiquated now as the spinning wheel.

Is this not true of the law which permits the division of "commissioner districts which *contain more than 200 hundred school districts?*"

You see, our legislators guarded against the danger of making the commissioner districts too small. If it ever existed, that danger has now entirely passed away, I think, and our only concern need be lest they rival in size the empire of Alexander.

The limit should be placed on *the other side*.

A law allowing boards of supervisors to district counties as they deem advisable, but fixing 100 school districts as the highest limit for a commissioner district, would work immense relief, though it would not bring an ideal state of perfection. "Heaven is not gained at a single bound."

Such a law would require the creation of about thirty new commissioner districts at once, and would allow the creation of many more.

Those thirty districts would be distributed as follows :

COUNTY.	Number of school districts.	Increased by
Allegany	252	1
Broome	215	1
Cattaraugus	284	1
Cayuga	235	1
Chemung	114	1
Chenango	272	1
Clinton	207	1
Delaware	348	2
Dutchess	202	1
Fulton	109	1
Genesee	129	1
Jefferson	356	1
Lewis	216	1
Madison	218	1
Monroe	214	1
Montgomery	116	1
Orleans	126	1
Otsego	312	2
St. Lawrence	490	2
Saratoga	213	1
Schuyler	108	1
Steuben	379	1
Tioga	150	1
Warren	134	1
Washington	234	1
Wayne	215	1
Yates	103	1
Total .....	.....	30

The commissioner may also be relieved by diminishing the amount of clerical work now required of him.

SUPERINTENDENT SABIN, OF IOWA.

(88-89, p. 641.)

About the worst use to which we can put a county superintendent is to confine him within the walls of his office doing the work which a clerk could do as well, while he himself ought to be out among his schools directing, encouraging, stimulating, everywhere making his influence felt by his energy and enthusiasm.

I am sure none of us wish to avoid any reasonable task ; but if we are content to do the mere drudgery of a clerk, we have little conception of the magnitude of our calling.

I suppose the average commissioner spends three months a year marking examination papers and making the necessary records and reports thereof. Much of this time is certainly used to poor advantage. He wants to know the degree of literary proficiency possessed by each candidate, but why should he pore over rod after rod of legal cap paper to find just how many credits shall be assigned to this paper or that when there is a crying need of him in the schools ?

The times are ripe for the transfer of this work to an impartial central board.

There are decided objections to the granting of teachers' licenses by such a board, however. The commissioner has no discretion in the marking now, and he ought not to have. It is due the patrons that he grant a certificate to no person who does not fairly reach the established minimum on examination, and it is due the candidate that he declare the real cause of her rejection if it is based on other than educational grounds. By the plan herein suggested, his energies would be reserved for better things, and that largely at the *beginning of each term* when his time might be used to the best advantage in inspection. By it, he would also be relieved, in a measure, of the importunities of unworthy persons, and some objectionable features in the practical working of our system might be avoided.

Is there any good reason why the public money should not be apportioned at Albany ?

The officials there have nearly all the data necessary, and what they lack they can get as easily as the commissioner can.

This is one of the tasks that takes time and amounts to little.

Then the abstracts of the trustees' reports. When complete mine cover forty-five pages, sixteen inches by twenty-seven inches (135 square feet), and cost two weeks or more of hard work. A man can't throw much personality into them. Besides these abstracts must be made in a month that furnishes a plenty of urgent work of another character. It is then that one of the principal examinations of the year occurs, and every candidate is anxious to know her standing early, for it is a time when posi-

tions are to be sought. It is the beginning of the new school year ; all is activity, and somehow it all furnishes business for the commissioner.

The trustees' reports to the school commissioner are really reports to the State Superintendent. They are directed to the commissioner and passed into his hands principally for the sake of convenience, I suppose. To be sure, they contain matter of great value and interest to him, and yet, like the man who was ready to sacrifice his wife's relations, he is willing to pass them on to the Superintendent, receiving in return a copy of the abstract, if he may only be left free to attend to nobler work.

It is possible, too, that some of the books and papers which are now sent to the commissioner for distribution might as well be sent directly from Albany, though in some cases there are advantages in the present plan.

The only disadvantages are the labor and expense, the latter of which must come from what is sometimes a very meager allowance. Parsimony breeds slackness.

I have no reason to complain, but some commissioners, in large districts, must figure very closely to avoid drawing on their salary to meet their official expenses, I fear.

If all this clerical work were put into other hands, still there would remain enough of it to occupy all the spare time of any faithful officer. There is the regular correspondence, which is considerable ; the organization of institutes and associations, which requires more work than a novice would dream of ; and the system of pupil examinations, which makes heavy demands on the time and purses of the commissioners.

I do fear, ladies and gentlemen, that we are in serious danger of becoming mere clerks and statisticians when we ought to be inspectors and educational leaders. The adoption of the township system would probably facilitate the commissioner's work in many respects.

Finally, there are twenty-nine villages in the State, employing, on the average, less than twenty-nine teachers apiece, each of which enjoys the luxury of a special superintendent, who devotes his entire time to the inspection of his little flock. As these villages are under the jurisdiction of the commissioners in whose districts they lie, it follows that if they are not well inspected it

is no fault of the State. These schools are probably among the very best in the State, and they ought to be; for each teacher therein receives twenty-five to fifty dollars' worth of inspection a year. They are like well-kept front rooms, which are as far as visitors are expected to go. I rejoice at their success.

If I were a countryman, living where my children had access to none but a bare district school taught by frequent relays of sixteen-year-olds, and receiving little or no inspection, without the prospect of improvement. I would desert the country, just as many a father has done for a similar reason, and make my home in one of our villages or cities, where those who are more to me than all the acres in the country might have the benefit of the superior educational advantages.

Too many have felt obliged to do this already; and poverty and the certainty of sacrificing a good portion of their worldly possessions are all that prevent more from following.

Under our present system, many districts are too poor to hire any but cheap teachers. The best are generally drawn into the populous centers, and we are entirely unable to insure passable work by the rest.

While there is so much need of prudence, it does not seem wise to place two inspectors over the same territory. The commissioner's authority over these villages must be, in a large degree, nominal, for there is little need of his presence there and he knows it. Still, so long as he receives their votes and licenses any of their teachers, he feels bound to inspect their schools to a certain extent even though he should lead a regiment of superintendents.

With some proper plan for licensing their teachers, I believe a divorce would give satisfaction to a majority of those concerned.

If we set our ideal high, we shall travel an upward road, even if we fail to reach the pinnacle of our desires. I despise the unscrupulous, and I have little respect for the merely passive, goody-goody, or well-informed; but I do admire intelligent, conscientious, aggressive manliness. A commissioner with this quality will accept his office as a sacred trust; and, with no mere mercenary spirit, will obey the law in using "his utmost influence and most strenuous exertions to promote sound education."

He will

“— Try each art, reprove each dull delay,
Allure to brighter worlds and lead the way.”

If he be not burdened, under his constant and watchful care, the hearts and minds of teachers and pupils will be stimulated to show the sweetest fruits which they are capable of producing.

Our country schools are neglected gardens, producing some fair fruit, much that is gnarled, and many weeds; and so they will continue to do until we alter some of the methods by which they are cultivated.

State Superintendent Crooker at this state of the proceedings took the floor and addressed the convention as follows:

I crave your attention just for a moment. I feel that I can not leave this body of my coworkers without extending to them my sincere thanks for their liberality and cordiality. Since I came here I have formed many pleasant acquaintances. I have been convinced of the efficacy of this association. I am convinced that this meeting has resulted in good. I have been pleased with all the exercises that we have had the opportunity of listening to, and I congratulate this association upon its successful meeting.

There is a curiosity abroad, I believe, to see the Superintendent; to see what manner of man he is. * * I being a stranger to most of you, come here for the sole purpose of becoming acquainted with you, to see you and to know you better that we may work together for good.

There is occasionally a disappointment, I presume, pervading the minds of some as they meet the Superintendent.

It has often been said, “why, I supposed the Superintendent was a great big portly man; instead of that he is a little fellow.” But, ladies and gentlemen, I am not to blame for that; I am just what God, the common schools and a dentist have made me. I am a common, ordinary, hard-working man. My duty I intend to perform and I hope that every commissioner here will go forth from this meeting with a firm resolve to do his or her duty without fear of man, only fearing God. The commissioners go forth from this meeting as marshals of a great army of teachers. It is my hope and my wish that you will lead that army to victory. I believe you can do it. There is much laid out for you to do

and if you will only gird on the armor and with a firm purpose go to work you can satisfy your constituents, and you can do a noble work in this State.

I thank you, ladies and gentlemen, for your kind attention. I have enjoyed myself very much at this, my second meeting with the commissioners.

Conductor Stout suggested that in consideration of the lateness of the hour, prior to the discussion of the excellent paper presented by Commissioner Wiswell, that the association listen to the paper to be read by Superintendent Sherman Williams of Glens Falls, and moved that the next order of business be the reading of said paper.

Superintendent Williams then presented his paper upon

THE GREATEST NEED OF OUR COMMON SCHOOLS.

It is said that Professor Huxley was once asked in regard to what he would wish a son of his to study, and that he replied, that he considered it of less importance what he studied than how he studied and with whom he studied.

I believe this to have been a wise answer, and inasmuch as how a child studies is determined chiefly by the one with whom he studies, it was equivalent to saying that the chief factor in a child's education is his teacher.

So I would say that the greatest need of our common schools, as well as of all other schools, is better teachers. The statement of this fact is easy and is not likely to be contradicted, but its accomplishment is difficult and will not be brought about readily or quickly. In the matter of the training of teachers, much progress has been made in the last twenty-five years, a great deal of it in the last ten. The present means have been brought to a good degree of efficiency. Perhaps they have been about worked out. There is evidence that a considerable change of plan must precede any considerable farther advance in this particular. There are obstacles in the way that present plans and methods of work are not competent to remove. Only a small part of our teachers have any professional training whatever. Of those who have some professional training only an inconsiderable number have had enough to count for much. In some cases, and not a few, they illustrate the truth of the statement that "A little learning is a dangerous thing."

Of course it is as clear that every teacher should have professional training as that every lawyer, doctor or minister should have. What that training should be may be a question about which men would differ; that is not a matter to be discussed in this connection, however. The quack, the pettifogger or the exhorter may be better than nothing, but they cannot do the work that should be expected of minister, lawyer and doctor. So one who has had no professional training can do some good. There is no question about that. But they cannot do the work that ought to be expected of a trained teacher. A capable quack may be more successful than an incapable doctor, though the latter may have had every opportunity for training and the former none; but that merely illustrates the difference in native ability, and has no bearing on the value of training. So a teacher who has had no professional training and no more education than a little wayside country school afforded may be more successful, may be a better teacher than a graduate of the best normal school. Education and training simply sharpens, it does not temper, but who questions the wisdom of sharpening an instrument.

Some provision should be made whereby all our teachers will receive some professional training. The institute aimed to do this but it has been pretty nearly an utter failure in this particular, though in other ways it has done a vast amount of good. The average length of time that the teachers in this State spend in teaching is about three years, so on the average a teacher would attend three institutes and receive fifteen days professional training in installments of five days each at intervals of a year. Imagine a physician or a lawyer being so trained.

Besides our institutes which give the only professional training that the great body of our teachers ever receive, we have other agencies that reach small numbers.

The teacher's classes in union schools and academies may furnish something like a thousand teachers each year. This will meet only a very small part of the demand for new teachers year by year. The members of these classes receive a considerable more professional training than do those who attend the institutes, but while the quantity is greater, the quality is usually inferior. It is a sort of a makeshift defensible on the ground

that it is better than nothing, and beside that it is the germ-out of which something better will grow. Perhaps there is more evidence of progress, more ground for hope here than anywhere else at present.

These classes have been greatly improved in recent years and are likely to be the source from which we must draw the greater number of the teachers for the rural schools. If any one objects to having the work done in these classes and in the institutes classed as professional work, I shall not quarrel with him.

Next we have city training schools; these vary greatly. Some are inferior to the teachers' classes in union schools and academies, some are quite as good as our normal schools though quite unlike them in work and purpose. They do not, however, provide a large number of teachers.

Finally we have our normal schools. They are, theoretically, attempting the impossible. They aim, in theory, to provide teachers for all our schools. In practice they reach very, very few. Directly, their influence is scarcely felt. Indirectly their influence is very great, and very helpful. These schools seem to have no very clearly defined purpose in view. They send out their graduates (I am one of them myself) without having trained them for any particular work, to do whatever they can get to do. Do not misunderstand me. These schools are well equipped. They have competent instructors. They have a body of earnest students, no more earnest ones can be found anywhere. But these schools work in harmony with nothing. They seem to have no sharply defined plan. They are not working for a definite and specific thing and it is not their fault at all. As things are they can not do it. The whole system, if it be a system, for training teachers, is disjointed, disconnected, at sixes and sevens. There is no sharply defined plan whereby each agency shall do its own work, and make it a part of a well considered whole. There is infinite waste. The results are insignificant when you consider the machinery, the labor and the money expended. Some of the causes for the lack of harmonious work are not far to seek but it is not the province of this paper to discuss them.

Look at our institutes. There you will find college graduates, normal school graduates, and the teacher whose whole training and education has been obtained from the little country wayside

school. You will find there the teacher of the first-grade primary, the grammar and the high school teacher. The teacher of mathematics, of languages, of science, of history, of drawing. All, no matter what their work, or their training, or their experience, or their ability, receiving the same instruction, the same advice. What would be thought of a teacher who should conduct a school on that plan ?

What is true of our institute work is in some measure true of most of the efforts that are being made to train teachers.

I am well aware that it is easy to find fault. Any one can do that. It does not require any genius at all. Destructive ability is common. Constructive ability is rare. I am not at all sure that I can suggest better things, that are practicable, than those I find fault with. But I will venture a few suggestions.

Suppose the present system of institutes were abandoned. Suppose that in their place we had a number of summer institutes, with a session of at least four weeks. Suppose these schools were sufficient in number to meet the demands upon them, and located at convenient points throughout the State. Let them be managed by the institute conductors, normal school principals and instructors, with such other help as might be needed. These schools should have a definite course of study extending through three years or more. Provision should be made for home study through the year under the general direction of the institute conductors or normal school principals. At the close of the course those who had done good work and passed satisfactory examinations and were recommended by the school commissioners as having been successful in their schools should receive a first-grade certificate good for life for all primary and grammar schools. The attendance upon these schools should be optional, but no one who had not earned a first-grade certificate should be allowed to teach after five years experience in teaching, and those who did not attend these schools, or a normal school, or college should be subjected to a severe examination and required to bring the same certificate of successful work from the school commissioner in order to get a first-grade certificate.

In place of the present institutes provide that all the teachers of a commissioner district shall meet once or twice a year for two days, probably Friday and Saturday, for the discussion of sub-

jects pertaining to school work. Let the evening meeting be exclusively for the residents of the locality and the questions discussed be those of the relation of parents and taxpayers to the schools. There is much need of such work, and, wisely managed, such meetings would be productive of much good. These meetings should be in charge of the institute conductors. They should make out the programs and one of them should be present at each meeting of the kind.

Our normal schools do not greatly affect our common schools. They affect the rural schools scarcely at all. They can not. A person who has been at the expense of taking a normal school course can not afford to teach in these schools at the salary that they can afford to pay. The normal schools should be released from the work of attempting, even in theory, to do anything for these schools. It should be the work of the training classes in union schools and academies to provide teachers for these schools, and in order that they could do it properly, one or more schools should be appointed in each county that should be practically county normal schools. The course of study should be a year and less than that should not be recognized at all. The teacher of the class should be appointed subject to the approval of the State Superintendent the same as normal school teachers now are. To enter these classes the students should be as old as is required to enter a normal school and the requirements should be at least as high. The State should pay enough toward the support of these schools so that the local school would only be at the expense of providing rooms, heat and lights, etc.

Graduates from this class should receive a second-grade license good for five years and for our elementary schools. Before the expiration of these five years they would have to earn a first-grade certificate or cease teaching.

Some provision should be made for city training schools, but I am not sufficiently familiar with the conditions to suggest a plan.

If the work that I have outlined were done, the work of the normal schools would be greatly simplified. There would naturally be at least two courses, one requiring for admission at least as much as a regents' diploma or its equivalent, and at least a three years course of study which should aim especially to provide teachers for academic departments, high schools and acad-

mies. Another course with entrance requirements equal to those of our best colleges, and a four years course, aiming especially to provide principals and superintendents. It is probable that most of the normal schools would need only the one course. Provision should be made in some one of the normal schools for a purely professional course for college graduates.

Such a plan would give us, on the whole, a much more efficient corps of superintendents, principals and high school teachers, and their influence would reach to the bottom of the system.

It has seemed to me for several years that some such plan as this I have outlined was entirely practicable, and that it would save a great waste of effort, and lead to great advancement in our school work. Of course the details of such a plan would have to be worked out with great care. It will occur to you at once that our poorer districts are not able to support a good school. The financial burdens must be equalized by the adoption of the township system or in some other way. Many other difficulties readily suggest themselves but there is not time to discuss them now. None of them are insurmountable. In some way we must provide for the training of all our teachers. There must be progress. A teacher who has ceased to improve soon becomes of little value.

The plan here outlined is not put forth as the best plan, but as a plan, as one that may serve the purpose of provoking discussion. That I take it, should be the purpose of all papers presented to such a body as this.

A resolution was here introduced by Commissioner Maxson to the effect that this association recommends such statutory changes as shall bring a reduction of commissioner districts within reasonable limits and requesting the committee on legislation to use its best efforts in framing any proper measure in this direction. The resolution was lost.

Commissioner Van Hoesen offered the following resolution, which was adopted :

Resolved, That we respectfully request that all answer papers of the first and second grade uniform examinations be examined and marked at the Department of Public Instruction.

Commissioner Smith of St. Lawrence, introduced the following resolution, which was adopted :

Resolved, That this association recommend the passage of a law allowing school trustees to be paid for services as such trustees at a rate not to exceed \$25 per annum.

Commissioner Barr said :

I believe in having children associate with children. I do not believe, however, in placing a child in charge of children and hence I offer the following resolution :

Resolved, That no teacher be employed in the public schools of this State who is under the age of 18 years.

This resolution was discussed by several of the commissioners, and the same was adopted.

Commissioner Strough of Jefferson county, here rose to give notice that at the next meeting of the association he would make a motion to change section 2 of article 8 of the constitution so that it shall read as follows :

“The association shall, at each annual meeting, elect a committee on school legislation, said committee to report at the ensuing annual meeting.”

Upon motion of Commissioner Barr, the president appointed Commissioners Barr and Plank to conduct the newly elected President, Mr. Charles H. Wilson, to the chair.

President Wilson upon being presented with the gavel, said :

“I am very grateful to you for the honor bestowed upon me in being selected by you to be president of such an honorable body, the members of which have charge, to a great extent, of the rising generation of this great Empire State ; an association which has to deal with many important questions relative to devising the best means for the diffusion of education and the progress of our pupils. We have important questions before us to-day. I allude particularly to the township system. I hope that every member of this association will give such hearty support to this cause that the legislative committee may be able to effect its passage in the present Legislature. Again thanking you for the honor bestowed and asking for your co-operation in carrying out the duties of president, I await your further pleasure.”

Deputy Superintendent Sandford here addressed the convention and said :

Before this excellent body adjourns I desire to say a word of congratulation upon the work of the convention and to call your attention to one matter which has not been especially referred to as yet. It has been my good fortune to have attended the annual meeting of this association of school commissioners and superintendents for eleven years past, and I have never yet attended a convention which has been composed of more intelligent ladies and gentlemen than this one. Most warmly do I congratulate you, most warmly do I congratulate the Department of Public Instruction, and most warmly do I congratulate the State upon having such an intelligent body of school commissioners as has been represented at this convention.

Your work has been a broad one, and in the main it has been well done. I sincerely trust that your labors will result in good to the cause of education and that all your efforts here will materialize and redound to the benefit of the cause. You have from the Superintendent his word that your efforts in all right directions will be seconded at the Department of Public Instruction and receive encouragement so far as it is possible and consistent for the Department to give it. The legislation for which you ask appears to me to be just and you should succeed in obtaining it. In my judgment the salary of the commissioner is not at all commensurate with the ability and labor required in this office. The salary should be increased and I hope that your efforts in this direction will meet with the success at the next session of the Legislature. While the Department is willing to give you all possible encouragement, it is to be hoped that you will render to the Department, upon your part, your best aid. We expect it, and I know from what I have seen and heard and felt here that we shall have it. Let our efforts be in unison. Let us work together in all things harmoniously and in an honest endeavor to promote the efficiency of all that pertains to education in our State. There has been a determined effort for a few years past to divert the moneys belonging to the common school fund of the State into channels for which it was not originally intended. In the judgment of the Department it is time for these encroachments upon this fund to come to an end. Let it be understood as the sense of this important body that our common school fund shall not be encroached upon further. I hope that

your united efforts will be given to the end that not a single dollar more shall be taken from said fund for any other purpose than that for which it was originally intended, to wit: for the advancement and interests only of the common schools.

Conductor Sanford offered the following resolution :

Resolved, That all diligent efforts be made to induce the coming Constitutional Convention to put into the Constitution of the State a clause that will provide that all the income of the United States Deposit Fund shall be used for common schools exclusively.

Motion carried.

Continuing, Mr. Sandford said that on account of the lateness of the hour he would cheerfully defer further discussion.

Conductor McLachlan said :

There is a gentleman here in the convention who has added no little to the success of the convention by the beautiful program which he has prepared. I move that a vote of thanks be extended to Mr. McNutt for his beautiful program. Motion seconded by Conductor Downing and adopted.

Deputy Superintendent Sandford said :

I think it should be understood that the design on the first page of the program is the work of Miss Rice, the Director of Drawing. It seems to me that, for her efforts in this matter, she should have the thanks of the convention for the beautiful and suggestive picture on the front page of the program.

The thanks of the association were duly tendered to Miss Rice.

Examination Clerk Finegan said that the Department has under advisement an amendment to the regulation relative to third-grade certificates. Many of the commissioners would prefer that one third-grade certificate should be issued instead of two, and that it should be made but for a year and that the standing should be raised for third-grade certificates issued.

Conductor Stout said :

There seems to be an intention to forego the discussion upon the papers that have been read here this morning. I desire to express my gratification at the cordial really helpful spirit in which Superintendent Williams' paper was expressed. We all expect that from Sherman Williams and at the same time I believe that it would be entirely a question of interest with the association if, in

the year coming, they thought on the suggestions in that paper and have an opportunity once more to discuss that question in a commissioners' association.

Commissioner Harrison thanked the members of this association for their courteous treatment and general support while acting as president of the association.

Superintendent Williams said he would try to have Conductor Stout's suggestion carried out.

President Wilson announced the following committee on legislation: A. Edson Hall, Saratoga; F. R. Smith, St. Lawrence; John T. Smith, Chemung.

Regularly moved and carried that inasmuch as a flag has been presented to this association by Ex-Commissioner Lusk, it seems quite fitting that he be appointed custodian of the flag.

Deputy Superintendent Sandford offered the following resolution:

Resolved, That our hearty thanks are due to the local committee, Messrs. Brainard and Chapin, for their untiring efforts in arranging and carrying out the details of this successful and profitable meeting.

Commissioner Barr moved that the meeting adjourn sine die. Motion being seconded it was carried unanimously.

LIST OF MEMBERS

AT THE

Rochester Meeting, January 3, 4 and 5, 1894.

STATE DEPARTMENT OFFICERS.

J. F. CROOKER, State Superintendent	Albany, N. Y.
JARED SANDFORD, Deputy State Superintendent	Albany, N. Y.
CHAS. R. SKINNER, Superintendent of Institutes	Albany, N. Y.
THOS. E. FINEGAN, Examination Clerk	Albany, N. Y.
E. CURTISS, Inspector	Sodus, N. Y.
JOHN L. SWEENEY, Inspector	Cassville, N. Y.

INSTITUTE FACULTY.

H. R. Sanford	Penn Yan, N. Y.
A. S. Downing	Palmyra, N. Y.
Welland Hendrick	Cortland, N. Y.
Isaac H. Stout	Geneva, N. Y.
A. C. McLachlan	Cortland, N. Y.
Miss Gratia L. Rice	Buffalo, N. Y.
Mrs. B. Ellen Burke	Malone, N. Y.

NORMAL PRINCIPALS.

Dr. James M. Cassety	Buffalo, N. Y.
Dr. John M. Milne	Geneseo, N. Y.
Dr. William J. Milne	Albany, N. Y.
Dr. Francis J. Cheney	Cortland, N. Y.
Dr. James M. Milne	Oneonta, N. Y.
Dr. T. B. Stowell	Potsdam, N. Y.
Dr. F. B. Palmer	Fredonia, N. Y.
Dr. C. D. McLean	Brockport, N. Y.
Dr. Frank S. Capen	New Paltz, N. Y.

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C. V. Coon	Cortland, N. Y.
Cyrus E. Smith	Woodhaven, N. Y.
Henry P. Emerson	Buffalo, N. Y.
Chauncey Fuller, Jr	West Webster, N. Y.
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John Kennedy	Batavia, N. Y.
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Sherman Williams	Glens Falls, N. Y.
Elias J. Beardsley	Elmira, N. Y.
Alexander Falconer	Waterford, N. Y.

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Elbert O. Smith	Kendall, N. Y.
Cora A. Davis	Whitesboro, N. Y.
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H. I. Van Hoesen	Truxton, N. Y.
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Nathan L. Miller	Cortland, N. Y.
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Chas. S. Plank	Waddington, N. Y.
Alfred F. Presley	Skaneateles, N. Y.
L. J. Barden	Gage, N. Y.
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Perrin A. Strough	LaFargeville, N. Y.
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F. E. Smith	Sandy Creek, N. Y.
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John Z. Twichell	Barryville, N. Y.
Arch. C. Scoby	North Ridge, N. Y.
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John T. Smith	Horseheads, N. Y.
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James R. Flagg	Frewsburg, N. Y.
Leon O. Wiswell	Nichols, N. Y.
Chas. W. Fordham	Bay Shore, N. Y.

EX-COMMISSIONERS.

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Wm. A. Coon.....	Homer, N. Y.
J. L. Lusk.....	Binghamton, N. Y.
F. W. Knapp	Marcellus, N. Y.
W. J. Shotwell.....	Skaneateles, N. Y.

J. D. Cary.....	Richfield Springs, N. Y.
E. Seely Bartlett	Kendaia, N. Y.
D. Edgar Parsons	Rochester, N. Y.

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Geo. H. Bedly	New York, N. Y.

A P P E N D I X.

EXHIBIT No. 4.

CONSOLIDATED SCHOOL LAW.

Chapter 556, Laws of 1894.

TO TAKE EFFECT JUNE 30, 1894.

THE CONSOLIDATED SCHOOL LAW.

STATE OF NEW YORK.—LAWS OF 1894.

[To take effect June 30, 1894.]

Chapter 556.

AN ACT to revise, amend and consolidate the general acts relating to public instruction.

BECAME a law May 8, 1894, with the approval of the Governor. Passed, three-fifths being present.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

THE CONSOLIDATED SCHOOL LAW.

TITLE I.

State superintendent of public instruction, his election, and general powers and duties.

TITLE II.

State and other school moneys, their apportionment and distribution; and trusts and gifts for the benefit of common schools.

- Article 1. Of the State school moneys, and their apportionment by the superintendent of public instruction, and payment to county and city treasurers.
2. Of the apportionment of state school moneys, and of other school moneys by the school commissioners and their payment to the supervisors.
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TITLE I.

State Superintendent of Public Instruction, His Election and General Powers and Duties.

Section 1. Short title.—This chapter shall be known as the “Consolidated School Law.”

§ 2. The office of state superintendent of public instruction is continued and the term of said office shall be three years, commencing on the seventh day of April. Such superintendent shall be elected by joint ballot of the senate and assembly on the second Wednesday of February next preceding the expiration of the term of the then incumbent of said office, and on the second Wednesday of February next after the occurrence of any vacancy in the office. The superintendent's office shall be in the capitol, and maintained at the expense of the state. His salary shall be five thousand dollars a year, payable monthly, by the treasurer, on the warrant of the comptroller.

§ 3. He shall appoint a deputy, who shall receive an annual salary of four thousand dollars payable monthly by the treasurer on the warrant of the comptroller; and in case of a vacancy in the office of superintendent the deputy may perform all the duties of the office until the day hereinbefore fixed for the commencement of the term of said office. In case the office of both superintendent and deputy shall be vacant, the governor shall appoint some person to perform the duties of the office until the superintendent shall be elected and his term of office commence as hereinbefore provided.

§ 4. He may appoint as many clerks and employes as he may deem necessary, but the compensation of such clerks and employes shall not exceed in the aggregate the sum annually appropriated by the legislature therefor, and shall be payable monthly by the treasurer, on the warrant of the comptroller, and the certificate of the superintendent.

§ 5. The seal of the superintendent, of which a description and impression are now on file in the office of the secretary of state, shall continue to be his official seal, and when necessary, may be renewed from time to time. Copies of all papers deposited or filed

in the superintendent's office, and of all acts, orders and decisions made by him, and of the drafts or machine copies of his official letters, may be authenticated under the said seal, and when so authenticated, shall be evidence equally with and in like manner as the originals.

§ 6. The superintendent shall be *ex officio* a regent of the university of the state of New York, a trustee of Cornell University and of the New York State Asylum for Idiots. He shall also have general supervision over the state normal schools which have been and which may hereafter be established; and he shall provide for the education of the Indian children of the state, as required by the provisions of this act.

§ 7. The superintendent may, in his discretion, appoint persons to visit and examine all or any of the common schools in the county where such persons reside, and to report to him all such matters respecting their condition and management, and the means of improving them, as he shall prescribe; but no allowance or compensation shall be made to such visitors for their services or expenses.

§ 8. So often as he can, consistently with his other duties, he shall visit such of the common schools of the state as he shall see fit, and inquire into their course of instruction, management and discipline, and advise and encourage the pupils, teachers and officers thereof.

§ 9. He shall submit to the legislature an annual report containing:

1. A statement of the condition of the common schools of the state, and of all other schools and institutions under his supervision, and subject to his visitation as superintendent.

2. Estimates and accounts of expenditures of the school moneys, and a statement of the apportionment of school moneys made by him.

3. All such matters relating to his office, and all such plans and suggestions for the improvement of the schools and the advancement of public instruction in the state, as he shall deem expedient.

§ 10. He may grant under his hand and seal of office a certifi-

cate of qualification to teach, and may revoke the same. While unrevoked, such certificate shall be conclusive evidence that the person to whom it was granted is qualified by moral character, learning and ability, to teach any common school in the state. Such certificate may be granted by him only upon examination. He shall determine the manner in which such examination shall be conducted, and may designate proper persons to conduct the same, and report the result to him. He may also appoint times and places for holding such examinations, at least once in each year, and cause due notice thereof to be given. Every such certificate so granted shall be deemed and considered a legal license and authority to teach in any of the public schools of this state, without further examination of the person to whom the same was granted, any provision of law in conflict with this provision to the contrary notwithstanding. He may also, in his discretion, issue a certificate without examination, to any graduate of a college or university who has had three years' experience as a teacher. Such last-mentioned certificate shall be known as the "college graduate's certificate," and may be revoked at any time for cause. He may also, in his discretion, indorse a diploma issued by a state normal school or a certificate issued by a state superintendent or state board of education in any other state, which indorsement shall confer upon the holder thereof the same privileges conferred by law upon the holders of diplomas or certificates issued by state normal schools or by the state superintendent in this state. He may also issue temporary licenses to teach, limited to any school commissioner district or school district, and for a period not exceeding six months whenever, in his judgment, it may be necessary or expedient for him to do so.

§ 11. Upon cause shown to his satisfaction, he may annul any certificate of qualification granted to a teacher by a school commissioner, or declare any diploma issued by a state normal school ineffective and null as a qualification to teach a common school within this state, and he may reconsider and reverse his action in any such matter.

§ 12. He shall prepare and keep in his office alphabetical lists of all persons who have received, or shall receive, certificates of qualification from himself, or diplomas of the state normal schools,

with the dates thereof, and shall note thereon all annulments and reversals of such certificates and diplomas, with the dates and causes thereof, together with such other particulars as he may deem expedient.

§ 13. Whenever it shall be proved to his satisfaction that any school commissioner or other school officer has been guilty of any willful violation or neglect of duty under this act, or any other act pertaining to common schools, or willfully disobeying any decision, order or regulation of the superintendent, the superintendent may, by an order under his hand and seal, which order shall be recorded in his office, remove such school commissioner or other school officer from his office. Said superintendent may also withhold any share of the public money of the state from any district for willfully disobeying any decision, order or regulation as aforesaid, or when authorized by any provision of this act.

§ 14. He shall prepare suitable registers, blanks, forms and regulations for making all reports and conducting all necessary business under this act, and shall cause the same, with such information and instructions as he shall deem conducive to the proper organization and government of the common schools and the due execution of their duties by school officers, to be transmitted to the officers and persons intrusted with the execution of the same.

§ 15. The superintendent may administer oaths and take affidavits concerning any matter relating to the schools.

TITLE II.

State and Other School Moneys, Their Apportionment and Distribution, and of Trusts and Gifts for the Benefit of Common Schools.

ARTICLE 1.

Of the state school moneys and their apportionment by the superintendent of public instruction, and payment to county and city treasurers.

Section 1. There shall be raised by tax, in each year, upon the real and personal estate of each county within the state, such sum as the legislature shall annually determine necessary for the sup-

port of common schools in the state; and the proceeds of such tax shall be apportioned and distributed as herein provided.

§ 2. The moneys so raised shall be paid into the state treasury, and the treasurer may transfer them from one depository to another, by his draft, countersigned and entered by the superintendent of public instruction. On the first working day of each month the treasurer shall make to the superintendent of public instruction a written statement of the condition of the free school fund, showing the amount received and paid during the preceding month, and the balance remaining on hand. The bank in which such moneys are deposited shall furnish the superintendent of public instruction a book, in which the officers of such banks shall make entries of all sums deposited therein by the treasurer, from time to time, to the credit of said free school fund. No such money shall be paid out of the treasury except upon such warrant of the superintendent, countersigned by the comptroller, referring to the law under which it is drawn. The superintendent shall countersign and enter all checks drawn by the treasurer in payment of his warrants, and all receipts of the treasurer for such money paid to the treasurer, and no such receipt shall be evidence of payment unless it be so countersigned.

§ 3. The comptroller may withhold the payment of any moneys to which any county may be entitled from the appropriation of the incomes of the school fund and the United States deposit fund for the support of common schools, until satisfactory evidence shall be furnished to him that all moneys required by law to be raised by taxation upon such county, for the support of schools throughout the state, have been collected and paid or accounted for to the state treasurer; and whenever, after the first day of March in any year, in consequence of the failure of any county to pay such moneys on or before that day there shall be a deficiency of moneys in the treasury applicable to the payment of school moneys, to which any other county may be entitled, the treasurer and superintendent of public instruction are hereby authorized to make a temporary loan of the amount so deficient, and such loan, and the interest thereon at the rate of twelve per cent per annum,

until payment shall be made to the treasury, shall be a charge upon the county in default, and shall be added to the amount of state tax, and levied upon such county by the board of supervisors thereof at the next ensuing assessment, and shall be paid into the treasury in the same manner as other taxes.

§ 4. The moneys raised by the state tax or borrowed as aforesaid to supply a deficiency thereof, and such portion of the income of the United States deposit fund as shall be appropriated, and the income of the common school fund, when the same are appropriated to the support of common schools, constitute the state school moneys, and shall be divided and apportioned by the superintendent of public instruction, on or before the twentieth day of January in each year as hereinafter provided; and all moneys so apportioned, except the library moneys, shall be applied exclusively to the payment of teachers' wages.

§ 5. He shall apportion and set apart from the free school fund appropriated therefor the amounts required to pay the annual salaries of the school commissioners elected or elective under this act, to be drawn out of the treasury and paid to the several commissioners as hereinafter provided; and he shall also apportion to each of the cities of the state, and to each of the incorporated villages of the state having a population of five thousand and upwards, and to each union free school district having a like population, which employs a superintendent of schools, out of the income of the said fund, and if insufficient, the deficiency out of the free school fund so appropriated, the sum of eight hundred dollars; and in case any city is entitled to more than one member of assembly, according to the unit of representation adopted by the legislature, five hundred dollars for each additional member of assembly, to be expended according to law for the support of the public schools of the city. But said superintendent shall make no allotment to any city or district for the expenses of a superintendent unless satisfied that such city village or district, employs a competent person as superintendent whose time is exclusively devoted to the general supervision of the public schools of said city, village or district; nor shall he

make any allotment to any district in the first instance without first causing an enumeration of the inhabitants thereof to be made, which shall show the population thereof to be at least five thousand, the expense of which enumeration, as certified by said state superintendent, shall be paid by the district in whose interest it is made. He shall then set apart, from the income of the United States deposit fund, for and as library moneys, such sums as the legislature shall appropriate for that purpose. He shall also set apart from the free school fund a sum, not exceeding six thousand dollars, for a contingent fund. He shall then set apart and apportion, for and on account of the Indian schools under his supervision, a sum which will be equitably equivalent to their proportion of the state school money, upon the basis of distribution established by this act, such sum to be wholly payable out of the proceeds of the state tax for the support of common schools. After deducting the said amounts he shall divide the remainder of the state school moneys into two parts, and shall apportion them as hereinafter specified.

§ 6. He shall apportion such remainder equally among the school districts and cities from which reports shall have been received in accordance with law, as follows: Making the distributive portion of each district quota one hundred dollars. To entitle a district to a distributive portion or district quota, a qualified teacher, or successive qualified teachers, must have actually taught the common school of the district for at least the term of time hereinafter mentioned, during the last preceding school year. For every additional qualified teacher and successors who shall have actually taught in said school during the whole of said term, the district shall be entitled to another distributive quota; but pupils employed as monitors, or otherwise, shall not be deemed teachers. The aforementioned term, during every school year, shall be one hundred and sixty days of school, inclusive of legal holidays that may occur during the term of said schools, and exclusive of Saturdays. No Saturday shall be counted as part of said one hundred and sixty days of school, and no school shall be in session on a legal holiday. A deficiency

not exceeding three weeks during any school year, caused by a teacher's attendance upon a teachers' institute within the county, shall be excused by the superintendent of public instruction.

§ 7. Having so apportioned and distributed the said district quota as specified in section six of this act, the superintendent shall apportion the remainder of said state school moneys, and also the library moneys separately, among the counties of the state, according to their respective population, excluding Indians residing on their reservations, as the same shall appear from the last preceding state or United States census; but as to counties in which are situated cities having special school acts, he shall apportion to each city the part to which it shall so appear entitled, and to the residue of the county the part to which it shall appear to be so entitled. If the census according to which the apportionment shall be made does not show the sum of the population of any county or city, the superintendent shall, by the best evidence he can procure, ascertain and determine the population of such county or city at the time the census was taken, and make his apportionment accordingly.

§ 8. Whenever any school district shall have been excluded from participation in any apportionment made by the superintendent, or by the school commissioners, by reason of its having omitted to make any report required by law, or to comply with any other provision of law, or with any rule or regulation made by the superintendent under the authority of law, and it shall be shown to the superintendent that such omission was accidental or excusable, he may, upon the application of such district, make to it an equitable allowance; and if the apportionment was made by himself, cause it to be paid out of the contingent fund; and, if the apportionment was made by the commissioners, direct them to apportion such allowance to it, at their next annual apportionment, in addition to any apportionment to which it may then be entitled. And the superintendent may, in his discretion, upon the recommendation of the school commissioner having jurisdiction over the district in default, direct that the money so equitably apportioned shall be paid in satisfaction of teachers' wages earned

by a teacher not qualified in accordance with the provisions of the law as hereinafter set forth.

§ 9. If money to which it is not entitled, or a larger sum than it is entitled to, shall be apportioned to any county, or part of a county, or school district, and it shall not have been so distributed or apportioned among the districts, or expended, as to make it impracticable so to do, the superintendent may reclaim such money or excess, by directing any officer in whose hands it may be to pay it into the state treasury, to the credit of the free school fund; and the state treasurer's receipt, countersigned by the superintendent, shall be his only voucher; but if it be impracticable so to reclaim such money or excess, then the superintendent shall deduct it from the portions of such county, part of a county or district in his next annual apportionment, and distribute the sum thus deducted equitably among the counties and parts of counties, or among the school districts in the state entitled to participate in such apportionment, according to the basis of apportionment in which such excess occurred.

§ 10. If a less sum than it is entitled to shall have been apportioned by the superintendent to any county, part of a county or school district, the superintendent may make a supplementary apportionment to it, of such a sum as shall make up the deficiency, and the same shall be paid out of the contingent fund, if sufficient, and if not, then the superintendent shall make up such deficiency in his next annual apportionment.

§ 11. As soon as possible after the making of any annual or general apportionment, the superintendent shall certify it to the county clerk, county treasurer, school commissioners and city treasurer or chamberlain, in every county in the state; and if it be a supplemental apportionment, then to the county clerk, county treasurer and school commissioners of the county in which the school-house of the district concerned is situate.

§ 12. The moneys so annually apportioned by the superintendent, shall be payable on the first day of April next after the apportionment, to the treasurers of the several counties and the

chamberlain of the city of New York, respectively; and the said treasurers and the chamberlain shall apply for and receive the same as soon as payable.

ARTICLE 2.

Of the apportionment of the state school moneys, and of other school moneys by the school commissioners, and their payment to the supervisors.

§ 13. The school commissioner, or commissioners of each county, shall proceed, at the county seat, on the third Tuesday of March, in each year, to ascertain, apportion and divide the state and other school moneys as follows:

1. They shall set apart any library moneys apportioned by the superintendent.

2. From the other moneys apportioned to the county, they shall set apart and credit to each school district the amount apportioned to it by the state superintendent, and to every district which did not participate in the apportionment of the previous year, and which the superintendent shall have excused, such equitable sum as he shall have allowed to it.

3. They shall procure from the treasurer of the county a transcript of the returns of the supervisors hereinafter required, showing the unexpended moneys in their hands applicable to the payment of teachers' wages and to library purposes, and shall add the whole sum of such moneys to the balance of the state moneys to be apportioned for teachers' wages. The amounts in each supervisor's hands shall be charged as a partial payment of the sums apportioned to the town for library moneys and teachers' wages, respectively.

4. They shall procure from the county treasurer a full list and statements of all payments to him of moneys for or on account of fines and penalties, or accruing from any other source, for the benefit of schools and of the town or towns, district or districts for whose benefit the same were received. Such of said moneys as belong to a particular district, they shall set apart and credit to it; and such as belong to the schools of a town, they shall set apart and credit to the schools in that town, and shall apportion them

together with such as belong to the schools of the county as hereinafter provided for the payment of teachers' wages.

5. They shall apportion library moneys to the school districts, and parts of school districts, joint with parts in any city or in any adjoining county, which shall be entitled to participate therein, as follows: To each of said districts an amount equal to that which shall have been raised in said district for library purposes, either by tax or otherwise; and if the aggregate amount so raised in the districts within the county shall exceed the sum apportioned to the county, the said districts, respectively, shall be entitled to participate in such apportionment pro rata to the total amount apportioned to the county.

6. They shall apportion all of such remaining unapportioned moneys in the like manner and upon the same basis among such school districts and parts of districts in proportion to the aggregate number of days of attendance of the pupils resident therein, between the ages of five and twenty-one years, at their respective schools during the last preceding school year. The aggregate number of days in attendance of the pupils is to be ascertained from the records thereof kept by the teachers as hereinafter prescribed, by adding together the whole number of days' attendance of each and every such pupil in the district, or part of a district.

7. They shall then set apart the moneys so set apart and apportioned to each district, the school-house of which is therein; and to each part of a joint district therein the school-house of which is located in a city or in a town in an adjacent county.

8. They shall sign, in duplicate, a certificate, showing the amounts apportioned and set apart to each school district and part of a district, and the towns in which they were situated, and shall designate therein the source from which each item was derived; and shall forthwith deliver one of said duplicates to the treasurer of the county and transmit the other to the superintendent of public instruction.

9. They shall certify to the supervisor of each town the amount of school moneys so apportioned to his town, and the portions thereof to be paid by him for library purposes and for teachers' wages, to each such distinct district and part of a district.

§ 14. If, in their apportionment, through any error of the commissioners, any district shall have apportioned to it a larger or a less share of the moneys than it is entitled to receive, the commissioners may, in their next annual apportionment, with the approval of the superintendent, correct the error by equitably adding to or deducting from the share of such district.

§ 15. No district or part of a district shall be entitled to any portion of such school moneys on such apportionment unless the report of the trustees for the preceding school year shall show that a common school was supported in the district and taught by a qualified teacher for such a term of time as would, under section six of this title, entitle it to a distributive share under the apportionment of the superintendent.

§ 16. On receiving the certificate of the commissioners, each supervisor shall forthwith make a copy thereof for his own use, and deposit the original in the office of the clerk of his town; and the moneys so apportioned to his town shall be paid to him immediately on his compliance with the requirements of the following section, but not before.

§ 17. Immediately on receiving the commissioners' certificate of apportionment, the county treasurer shall require of each supervisor, and each supervisor shall give to the treasurer, in behalf of the town, his bond, with two or more sufficient sureties, approved by the treasurer, in the penalty of at least double the amount of the school moneys set apart or apportioned to the town, and of any such moneys unaccounted for by his predecessors, conditioned for the faithful disbursement, safe-keeping and accounting for such moneys, and of all other school moneys that may come into his hands from any other source. If the condition shall be broken the county treasurer shall sue the bond in his own name, in behalf of the town, and the money recovered shall be paid over to the successor of the supervisor in default, such successor having first given security as aforesaid. Whenever the office of a supervisor shall become vacant, by reason of the expiration of his term of service or otherwise, the county treasurer shall require the person elected or appointed to fill such vacancy to execute a bond,

with two or more sureties, to be approved by the treasurer, in the penalty of at least double the sum of the school moneys remaining in the hands of the old supervisor, when the office became vacant, conditioned for the faithful disbursement and safe-keeping of and accounting for such moneys. But the execution of this bond shall not relieve the supervisor from the duty of executing the bond first above mentioned.

§ 18. The refusal of a supervisor to give such security shall be a misdemeanor, and any fine imposed on his conviction thereof shall be for the benefit of the common schools of the town. Upon such refusal, the moneys so set apart and apportioned to the town shall be paid to and disbursed by some other officer or person to be designated by the county judge, under such regulations and with such safeguards as he may prescribe, and the reasonable compensation of such officer or person, to be adjusted by the board of supervisors, shall be a town charge.

ARTICLE 3.

Of trusts for the benefit of common schools, and of town school funds, fines, penalties and other moneys held or given for their benefit.

§ 19. Real and personal estate may be granted, conveyed, devised, bequeathed and given in trust and in perpetuity or otherwise, to the state, or to the superintendent of public instruction, for the support or benefit of the common schools, within the state, or within any part or portion of it, or of any particular common school or schools within it; and to any county, or the school commissioner or commissioners of any county, or to any city or any board of officers thereof, or to any school commissioner district or its commissioner, or to any town, or supervisor of a town, or to any school district or its trustee or trustees, for the support and benefit of common schools within such county, city, school commissioner district, town or school district, or within any part or portion thereof respectively, or for the support and benefit of any particular common school or schools therein. No such grant, conveyance, devise or bequest shall be held void for the want of a named or competent trustee or donee, but

where no trustee or donee, or an incompetent one is named, the title and trust shall vest in the people of the state, subject to its acceptance by the legislature, but such acceptance shall be presumed.

§ 20. The legislature may control and regulate the execution of all such trusts; and the superintendent of public instruction shall supervise and advise the trustees, and hold them to a regular accounting for the trust property and its income and interest at such times, in such forms, and with such authentications, as he shall, from time to time, prescribe.

§ 21. The common council of every city, the board of supervisors of every county, the trustees of every village, the supervisor of every town, the trustee or trustees of every school district, and every other officer or person who shall be thereto required by the superintendent of public instruction, shall report to him whether any, and if any, what trusts are held by them respectively, or by any other body, officer or person to their information or belief for school purposes, and shall transmit, therewith, an authenticated copy of every will, conveyance, instrument or paper embodying or creating the trust; and shall, in like manner, forthwith report to him the creation and terms of every such trust subsequently created.

§ 22. Every supervisor of a town shall report to the superintendent whether there be, within the town, any gospel or school lot, and, if any, shall describe the same, and state to what use, if any, it is put by the town; and whether it be leased, and, if so, to whom, for what term and upon what rents; and whether the town holds or is entitled to any land, moneys or securities arising from any sale of such gospel or school lot, and the investment of the proceeds thereof, or of the rents and income of such lots and investments, and shall report a full statement and account of such lands, moneys and securities.

§ 23. Every supervisor of a town shall in like manner report to the superintendent whether the town has a common school fund originated under the "Act relative to moneys in the hands of overseers of the poor," passed April twenty-seventh, eighteen hundred and twenty-nine, and, if it have, the full particulars

thereof, and of its investment, income and application, in such form as the superintendent may prescribe.

§ 24. In respect to the property and funds in the last two sections mentioned, the superintendent shall include in his annual report a statement and account thereof. And, to these ends, he is authorized, at any time and from time to time, to require from the supervisor, board of town auditors, or any officer of a town, a report as to any fact, or any information or account, he may deem necessary or desirable.

§ 25. Whenever, by any statute, a penalty or fine is imposed for the benefit of common schools, and not expressly of the common schools of a town or school district, it shall be taken to be for the benefit of the common schools of the county within which the conviction is had; and the fine or penalty, when paid or collected, shall be paid forthwith into the county treasury, and the treasurer shall credit the same as school moneys of the county, unless the county comprise a city having a special school act, in which case he shall report it to the superintendent, who shall apportion it upon the basis of population by the last census, between the city and the residue of the county, and the portion belonging to the city shall be paid into its treasury.

§ 26. Every district attorney shall report, annually, to the board of supervisors, all such fines and penalties imposed in any prosecution conducted by him during the previous year; and all moneys collected or received by him or by the sheriff, or any other officer, for or on account of such fines or penalties, shall be immediately paid into the county treasury, and the receipt of the county treasurer shall be a sufficient and the only voucher for such money.

§ 27. Whenever a fine or penalty is inflicted or imposed for the benefit of the common schools of a town or school district, the magistrate, constable or other officer collecting or receiving the same shall forthwith pay the same to the county treasurer of the county in which the school-house is located, who shall credit the same to the town or district for whose benefit it is collected. If the fine or penalty be inflicted or imposed for the benefit of the

common schools of a city having a special school act, or of any part or district of a city, it shall be paid into the city treasury.

§ 28. Whenever, by this or any other act, a penalty or fine is imposed upon any school district officer for a violation or omission of official duty, or upon any person for any act or omission within a school district, or touching property or the peace and good order of the district, and such penalty or fine is declared to be for, or for the use or benefit of the common schools of the town or of the county, and such school district lies in two or more towns or counties, the town or county intended by the act shall be taken to be the one in which the school-house, or the school-house longest owned or held by the district, is at the time of such violation, act or omission.

TITLE III.

Supervisors; Disbursement of School Moneys by, and Some of their Special Powers and Duties Under this Act.

Section 1. The several supervisors continue vested with the powers and charged with the duties formerly vested in and charged upon the trustees of the gospel and school lots, and transferred to and imposed upon town superintendents of common schools by chapter one hundred and eighty-six of the laws of eighteen hundred and forty-six.

§ 2. The several supervisors continue vested with the powers and charged with the duties conferred and imposed upon the commissioners of common schools by the act of eighteen hundred and twenty-nine (chap. 287), entitled "An act relative to moneys in the hands of overseers of the poor."

§ 3. On the first Tuesday of March in each year, each supervisor shall make a return in writing to the county treasurer for the use of the school commissioners, showing the amounts of school moneys in his hands not paid on the orders of trustees for teachers' wages, nor drawn by them for library purposes, and the districts to which they stand accredited (and if no such money remain in his hands, he shall report that fact); and thereafter he shall not pay out any of said moneys until he shall have received the certificate of the next apportionment; and the moneys so returned by him shall be reapportioned as hereinbefore directed.

§ 4. It is the duty of every supervisor:

1. To disburse the school moneys in his hands applicable to the payment of teachers' wages, upon and only upon the written orders of a sole trustee or a majority of the trustees, in favor of qualified teachers. But whenever the collector in any school district shall have given bonds for the due and faithful performance of the duties of his office as disbursing agent, as required by section eighty of title seven of this act, or whenever any school district shall elect a treasurer as hereinafter provided, the said supervisor shall pay over to such collector or treasurer all moneys in his hands applicable to the payment of teachers' wages in such district, and the said collector or treasurer shall disburse such moneys so received by him upon such orders as are specified herein to the teachers entitled to the same.

2. To disburse the library moneys upon, and only upon the written orders of a sole trustee, or of a majority of the trustees.

3. In the case of a union free school district, to pay over all the school money apportioned thereto, whether for the payment of teachers' wages, or as library moneys, to the treasurer of such district, upon the order of its board of education.

4. To keep a just and true account of all the school moneys received and disbursed by him during each year, and to lay the same, with proper vouchers, before the board of town auditors at each annual meeting thereof.

5. To have a bound blank book, the cost of which shall be a town charge, and to enter therein all his receipts and disbursements of school moneys, specifying from whom and for what purposes they were received, and to whom and for what purposes they were paid out; and to deliver the book to his successor in office.

6. Within fifteen days after the termination of his office, to make out a just and true account of all school moneys theretofore received by him and of all disbursements thereof, and to deliver the same to the town clerk, to be filed and recorded, and to notify his successor in office of such rendition and filing.

7. So soon as the bond to the county treasurer, required by section seventeen of title two of this act, shall have been given

by him and approved by the treasurer, to deliver to his predecessor the treasurer's certificate of these facts, to procure from the town clerk a copy of his predecessor's account, and to demand and receive from him any and all school moneys remaining in his hands.

8. Upon receiving such a certificate from his successor, and not before, to pay to him all school moneys remaining in his hands, and to forthwith file the certificate in the town clerk's office.

9. By his name of office, when the duty is not elsewhere imposed by law, to sue for and recover penalties and forfeitures imposed for violations of this act, and for any default or omission of any town officer or school district board or officer under this act; and after deducting his costs and expenses to report the balances to the school commissioner.

10. To act, when thereto legally required, in the erection or alteration of a school district, as in the sixth title of this act provided, and to perform any other duty which may be devolved upon him by this act, or any other act relating to common schools.

TITLE IV.

Town Clerks ; their Duties Under this Act.

Section 1. It shall be the duty of the town clerk of each town:

1. Carefully to keep all books, maps, papers and records of his office touching common schools, and forthwith to report to the supervisor any loss or injury to the same.

2. To receive from the supervisors the certificates of apportionment of school moneys to the town, and to record them in a book to be kept for that purpose.

3. Forthwith to notify the trustees of the several school districts of the filing of each such certificate.

4. To see that the trustees of the school districts make and deposit with him their annual reports within the time prescribed by law, and to deliver them to the school commissioner on demand; and to furnish the school commissioner of the school commissioner district in which his town is situated the names and post-office addresses of the school district officers reported to him by the district clerks.

5. To distribute to the trustees of the school districts all books, blanks and circulars which shall be delivered or forwarded to him by the state superintendent or school commissioner for that purpose.

6. To receive from the supervisor, and record in a book kept for that purpose, the annual account of the receipts and disbursements of school moneys required to be submitted to the town auditors, together with the action of the town auditors thereon, and to send a copy of the account and of the action thereon, by mail, to the superintendent of public instruction, whenever required by him, and to file and preserve the vouchers accompanying the account.

7. To receive and to record, in the same book, the supervisor's final account of the school moneys received and disbursed by him, and deliver a copy thereof to such supervisor's successor in office.

8. To receive from the outgoing supervisor, and file and record in the same book, the county treasurer's certificate, that his successor's bond has been given and approved.

9. To receive, file and record the descriptions of the school districts, and all papers and proceedings delivered to him by the school commissioner pursuant to the provisions of this act.

10. To act, when thereto legally required, in the erection or alteration of a school district, as in title six of this act provided.

11. To receive and preserve the books, papers and records of any dissolved school district, which shall be ordered, as hereinafter provided, to be deposited in his office.

12. To perform any other duty which may be devolved upon him by this act, or by any other act touching common schools.

§ 2. The necessary expenses and disbursements of the town clerk in the performance of his said duties, are a town charge, and shall be audited and paid as such.

TITLE V.

School Commissioners; their Election, Powers and Duties.

Section 1. The office of school commissioner is continued, and the present incumbents shall continue in office in their respective districts, for the residue of the terms for which they were elected or appointed.

§ 2. The school commissioner districts duly and legally organized, and as the same existed January first, eighteen hundred and ninety-four, shall continue to be held and recognized as the school commissioner districts of the state until the same shall be altered or modified by the legislature. No city shall be included in, or form a part of any school commissioner district. In any school commissioner district that contains more than one hundred school districts, the board of supervisors may divide such commissioner district, within the county, and erect therefrom an additional school commissioner district; and when such district shall have been formed a school commissioner for such district shall be elected in the manner provided by law for the election of school commissioners.

§ 3. A school commissioner for each school commissioner district shall be elected by the electors thereof, at the general election in the year eighteen hundred and ninety-six, and tri-ennially thereafter. Any person of full age, a citizen of the United States, a resident of the state, and of the county in which a school commissioner district is situated, shall be eligible to the office of school commissioner. No person shall be deemed ineligible to such office by reason of sex who has the other qualifications as herein provided. It shall be the duty of county clerks, and they are hereby required, as soon as they shall have official notice of the election or appointment of a school commissioner, for any district in their county, to forward to the superintendent of public instruction a duplicate certificate of such election or appointment, attested by their signature and the seal of the county.

§ 4. The term of office of such commissioner shall commence on the first day of January next after his election, and shall be for three years, and until his or her successor qualifies. Every person elected to the office, or appointed to fill a vacancy, must take the oath of office prescribed by the constitution, before the county clerk or before any officer authorized to take, within this state, the acknowledgment of the execution of a deed of real property, and file it with the county clerk; and if he or she omit so to do, the office shall be deemed vacant.

§ 5. A commissioner may, at any time, vacate his or her office by filing his or her resignation with the county clerk. His or her removal from the county, or the acceptance of the office of supervisor, town clerk or trustee of a school district, shall vacate his or her office.

§ 6. The county clerk, so soon as he has official or other notice of the existence of a vacancy in the office of school commissioner, shall give notice thereof to the county judge, or, if that office be vacant, to the superintendent of public instruction. In case of a vacancy the county judge, or, if there be no county judge, then the superintendent shall appoint a commissioner, who shall hold his office until the first of January succeeding the next general election, and until his successor, who shall be chosen at such general election, shall have qualified. A person elected to fill a vacancy shall hold the office only for the unexpired term.

§ 7. Every school commissioner shall receive an annual salary of one thousand dollars, payable quarterly out of the free school fund appropriated for this purpose.

§ 8. Whenever a majority of the supervisors from all the towns composing a school commissioner district shall adopt a resolution to increase the salary of their school commissioner beyond the one thousand dollars payable to him from the free school fund, it shall be the duty of the board of supervisors of the county to give effect to such resolution, and they shall assess the increase stated therein upon the towns composing such commissioner district, ratably, according to the corrected valuations of the real and personal estate of such towns.

§ 9. The board of supervisors shall annually audit and allow to each commissioner within the county a fixed sum of at least two hundred dollars for his expenses, and shall assess and levy that amount annually, by tax upon the towns composing his district.

§ 10. Whenever the superintendent of public instruction is satisfied that a school commissioner has persistently neglected to perform his duties, he may withhold his order for the payment of the whole or any part of such commissioner's salary as it shall become due, and the salary so withheld shall be forfeited; but the

superintendent may remit the forfeiture, in whole or in part, upon the commissioner disproving or excusing such neglect.

§ 11. A commissioner, upon the written request of the commissioner of an adjoining district, may perform any of his duties for him, and upon requirement of the state superintendent of public instruction must perform the same.

§ 12. No school commissioner shall be directly or indirectly engaged in the business of a publisher of school books, maps or charts, or of a bookseller, or in the manufacture or sale of school apparatus or furniture; nor shall he act as agent for an author, publisher, or bookseller, or dealer in school books, maps or charts, or manufacturer of or dealer in any school furniture or apparatus; nor directly or indirectly receive any gift, emolument, reward or promise of reward, for his influence in recommending or procuring the use of any book, map or chart, or school apparatus, or furniture of any kind whatever, in any common or union free school, or the purchase of any books for a school district library. Any violation of this provision, or of any part thereof, shall be a misdemeanor; and any such violation shall subject such commissioner to removal from his office by the superintendent of public instruction.

§ 13. Every commissioner shall have power, and it shall be his duty:

1. From time to time to inquire into and ascertain whether the boundaries of the school districts within his district are definitely and plainly described in the records of the proper town clerks; and in case the record of the boundaries of any school district shall be found defective or indefinite, or if the same shall be in dispute, then to cause the same to be amended, or an amended record of the boundaries to be made. All necessary expenses incurred in establishing such amended records shall be a charge upon the district or districts affected, to be audited and allowed by the trustee or trustees thereof, upon the certificate of the school commissioner.

2. To visit and examine all the schools and school districts within his district as often in each year as shall be practicable; to inquire into all matters relating to the management, the course

of study and mode of instruction, and the text-books and discipline of such schools, and the condition of the school-houses, sites, out-buildings and appendages, and of the district generally; to examine the school libraries; to advise with and counsel the trustees and other officers of the district in relation to their duties, and particularly in respect to the construction, heating, ventilating and lighting of school-houses, and the improving and adorning of the school grounds connected therewith; and to recommend to the trustees and teachers the proper studies, discipline and management of the schools, and the course of instruction to be pursued.

3. Upon such examination, to direct the trustees to make any alterations or repairs on the school-house or outbuildings which shall, in his opinion, be necessary for the health or comfort of the pupils, but the expense of making such alterations or repairs shall, in no case, exceed the sum of two hundred dollars, unless an additional sum shall be voted by the district. He may also direct the trustee to make any alterations or repairs to school furniture, or when in his opinion any furniture is unfit for use and not worth repairing, or when sufficient furniture is not provided, he may direct that new furniture shall be provided as he may deem necessary, provided that the expense of such alterations, repairs or additions to furniture shall not, in any one year exceed the sum of one hundred dollars. He may also direct the trustees to abate any nuisance in or upon the premises, provided the same can be done at an expense not exceeding twenty-five dollars.

4. By an order under his hand, reciting the reason or reasons, to condemn a school-house, if he deems it wholly unfit for use and not worth repairing, and to deliver the order to the trustees, or one of them, and transmit a copy to the superintendent of public instruction. Such order, if no time for its taking effect be stated in it, shall take effect immediately. He shall also state what sum, not exceeding eight hundred dollars, will, in his opinion, be necessary to erect a school-house capable of accommodating the children of the district. Immediately upon the receipt of said

order, the trustee or trustees of such district shall call a special meeting of the inhabitants of said district, for the purpose of considering the question of building a schoolhouse therein. Such meeting shall have power to determine the size of said schoolhouse, the material to be used in its erection, and to vote a tax to build the same; but such meeting shall have no power to reduce the estimate made by the commissioner aforesaid by more than twenty-five per centum of such estimate. And where no tax for building such house shall have been voted by such district within thirty days from the time of holding the first meeting to consider the question, then it shall be the duty of the trustee or trustees of such district to contract for the building of a schoolhouse capable of accommodating the children of the district, and to levy a tax to pay for the same, which tax shall not exceed the sum estimated as necessary by the commissioner aforesaid, and which shall not be less than such estimated sum by more than twenty-five per centum thereof. But such estimated sum may be increased by a vote of the inhabitants at any school meeting subsequently called and held according to law.

5. To examine, under such rules and regulations as have been or may be prescribed by the superintendent of public instruction persons proposing to teach common schools within his district, and not possessing the superintendent's certificate of qualification or a diploma of a state normal school, and to inquire into their moral fitness and capacity, and, if he find them qualified, to grant them certificates of qualification, in the forms which are or may be prescribed by the superintendent. No certificate shall be granted to any person to teach in the public schools of this state, who has not passed a satisfactory examination in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system. No certificate shall be granted to any person under the age of sixteen years.

6. To examine any charge affecting the moral character of any teacher within his district, first giving such teacher reasonable notice of the charge, and an opportunity to defend himself therefrom; and if he find the charge sustained, to annul the teacher's

certificate, by whomsoever granted, and to declare him unfit to teach; and if the teacher holds a certificate of the superintendent, or a diploma of a state normal school, to notify the superintendent forthwith of such annulment and declaration.

7. And, generally, to use his utmost influence and most strenuous exertions to promote sound education, elevate the character and qualifications of teachers, improve the means of instruction and advance the interests of the schools under his supervision.

§ 14. Every school commissioner shall have power to take affidavits and administer oaths in all matters pertaining to common schools, but without charge or fee; and, under the direction of the superintendent of public instruction, to take and report to him the testimony in any case of appeal. When so directed by the superintendent, said commissioner shall have power to issue subpoenas to compel the attendance of witnesses. Service of said subpoenas shall be made a reasonable time before the time therein named for the hearing, by exhibiting the same to the person so served, with the signature of the commissioner attached, and by leaving with such person a copy thereof. The person so served shall be entitled to receive from the person or officer at whose instance he is subpoenaed, at the time of service, the same fees as are provided by law for witnesses in courts of record. Disobedience of such subpoena shall subject the delinquent to a penalty of twenty-five dollars, which shall, unless sufficient excuse is shown, upon the certificate of the commissioner showing such facts, be imposed by the county judge of the county in which such commissioner resides, and shall be paid forthwith to the county treasurer for the benefit of the poor of the county, or, in case such penalty shall not be paid, such delinquent shall stand committed to the county jail of the county for the period of twenty-five days, unless sooner paid.

§ 15. The commissioners shall be subject to such rules and regulations as the superintendent of public instruction shall, from time to time, prescribe, and appeals from their acts and decisions may be made to him, as hereinafter provided. They shall, whenever required by the superintendent, report to him as to any par-

ticular matter or act, and shall severally make to him annually, to the first day of August in each year, a report in such form and containing all such particulars as he shall prescribe and call for; and, for that purpose, shall procure the reports of the trustees of the school districts from the town clerks' offices, and, after abstracting the necessary contents thereof, shall arrange and indorse them properly and deposit them, with a copy of his own abstract thereof, in the office of the county clerk, and the clerk shall safely keep them.

§ 16. It shall be the duty of all trustees and boards of education for school districts under the supervision of school commissioners, to grant the use of any school building under their charge for all examinations appointed by the superintendent of public instruction, upon the written request of the commissioner having jurisdiction over the same.

TITLE VI.

School Districts: Formation, Alteration and Dissolution Thereof.

Section 1. It shall be the duty of each school commissioner, in respect to the territory within his district:

1. To divide it, so far as practicable, into a convenient number of school districts, and alter the same as herein provided.

2. In conjunction with the commissioner or commissioners of an adjoining school commissioner district or districts, to set off joint districts, composed of adjoining parts of their respective districts.

3. To describe and number the school districts, and joint districts, and to deliver, in writing, to the town clerk, the description and number of each district lying in whole or in part in his town, together with all notices, consents and proceedings relating to the formation or alteration thereof, immediately after such formation or alteration. Every joint district shall bear the same number in every school commissioner district of whose territory it is in part composed.

§ 2. With the written consent of the trustees of all the districts to be affected thereby, he may, by order, alter any school district

within his jurisdiction, and fix, by said order, a day when the alteration shall take effect.

§ 3. If the trustees of any such district refuse to consent, he may make and file with the town clerk his order making the alteration, but reciting the refusal, and directing that the order shall not take effect, as to the dissenting district or districts, until a day therein to be named, and not less than three months after the date of such order.

§ 4. Within ten days after making and filing such order he shall give at least a week's notice in writing to one or more of the assenting and dissenting trustees of any district or districts to be affected by the proposed alterations, that at a specified time, and at a named place within the town in which either of the districts to be affected lies, he will hear the objections to the alteration. The trustees of any district to be affected by such order may request the supervisor and town clerk of the town or towns within which such district or districts shall wholly or partly lie, to be associated with the commissioner. At the time and place mentioned in the notice the commissioner or commissioners, with the supervisors and town clerks, if they shall attend and act, shall hear and decide the matter; and the decision shall be final unless duly appealed from. Such decision must either confirm or vacate the order of the commissioner, and must be filed with and recorded by the town clerk of the town or towns in which the district or districts to be affected shall lie.

§ 5. The supervisor and town clerk shall be entitled each, to one dollar and fifty cents a day, for each day's service in any such matter, to be levied and paid as a charge upon their town.

§ 6. Any school commissioner may also, with the written consent of the trustees of all the districts to be affected thereby, dissolve one or more school districts adjoining any union free school district other than one whose limits correspond with any city or incorporated village, and annex the territory of such districts so dissolved to such union free school district. He may alter the boundaries of any union free school district whose limits do not correspond with those of any city or incorporated village, in like manner as alterations of common school districts may be made

as herein provided; but no school district shall be altered or divided, which has any bonded indebtedness outstanding.

§ 7. Whenever it may become necessary or convenient to form a school district out of parcels of two or more school commissioner districts, the commissioners of such districts, or a majority of them, may form such district; and the commissioners within whose districts any such school district lies, or a majority of them, may alter or dissolve it.

§ 8. If a school commissioner, by notice in writing, shall require the attendance of the other commissioner or commissioners, at a joint meeting for the purpose of altering or dissolving such a joint district, and a majority of all the commissioners shall refuse or neglect to attend, the commissioner or commissioners attending, or any one of them, may call a special meeting of such school district for the purpose of deciding whether such district shall be dissolved; and its decision of that question shall be as valid as though made by the commissioners.

§ 9. When two or more districts shall be consolidated into one, the new district shall succeed to all the rights of property possessed by the annulled districts.

§ 10. When a district is parted into portions, which are annexed to other districts, its property shall be sold by the supervisor of the town, within which its school-house is situate, at public auction, after at least five days' notice, by notice posted in three or more public places of the town in which the school-house is situated, one of which shall be posted in the district so dissolved. The supervisor, after deducting the expenses of the sale, shall apply its proceeds to the payment of the debts of the district, and apportion the residue, if any, among the owners or possessors of taxable property in the district, in the ratio of their several assessments on the last corrected assessment-roll or rolls of the town or towns, and pay it over accordingly.

§ 11. The supervisor of the town within which the school-house of the dissolved district was situate may demand, sue for, and collect, in his name of office, any money of the district outstanding in the hands of any of its former officers, or any other person; and after deducting his costs and expenses, shall report the balance

to the school commissioner who shall apportion the same equitably among the districts to which the parts of the dissolved districts were annexed, to be by them applied as their district meetings shall determine.

§ 12. Though a district be dissolved, it shall continue to exist in law, for the purpose of providing for and paying all its just debts; and to that end the trustees and other officers shall continue in office, and the inhabitants may hold special meetings, elect officers to supply vacancies, and vote taxes; and all other acts necessary to raise money and pay such debts shall be done by the inhabitants and officers of the district.

§ 13. The commissioner, or a majority of the commissioners in whose district or districts a dissolved school district was situated, shall by his or their order in writing, delivered to the clerk of the district, or to any person in whose possession the books, papers and records of the district, or any of them, may be, direct such clerk or other person to deposit the same in the clerk's office in a town in the order named. Such clerk or other person, by neglect or refusal to obey the order, shall forfeit fifty dollars, to be applied to the benefit of the common schools of said town. The commissioner or commissioners shall file a duplicate of the order with such clerk.

TITLE VII.

Meetings in Common School Districts; the Election of School District Officers and their Powers and Duties.

ARTICLE 1.

Of common school district meetings, who are voters, and their powers.

Section 1. Whenever any school district shall be formed, the commissioner or any one or more of the commissioners, within whose district or districts it may be, shall prepare a notice describing such district, and appointing a time and place for the first district meeting, and deliver such notice to a taxable inhabitant of the district.

§ 2. It shall be the duty of such inhabitant to notify every other inhabitant of the district qualified to vote at the meeting, by reading the notice in his hearing, or in case of his absence from

home, by leaving a copy thereof, or so much thereof as relates to the time, place and object of the meeting, at the place of his abode, at least, six days before the time of the meeting.

§ 3. In case such meeting shall not be held, and in the opinion of the commissioner it shall be necessary to hold such meeting, before the time herein fixed for the first annual meeting, he shall deliver another such notice to a taxable inhabitant of the district, who shall serve it as hereinbefore provided.

§ 4. When the clerk and all the trustees of a school district shall have removed from the district, or their office shall be vacant, so that a special meeting can not be called, as hereinafter provided, the commissioner may in like manner give notice of, and call a special district meeting.

§ 5. Every taxable inhabitant, to whom a notice of any district meeting shall be delivered for service, pursuant to any provisions of this article, who shall refuse or neglect to serve the same, as hereinbefore prescribed, shall forfeit five dollars for the benefit of the district.

§ 6. A special district meeting shall be held whenever called by the trustees. The notice thereof shall state the purposes for which it is called, and no business shall be transacted at such special meeting, except that which is specified in the notice; and the district clerk, or, if the office be vacant, or he be sick or absent, or shall refuse to act, a trustee or some taxable inhabitant, by order of the trustees, shall serve the notice upon each inhabitant of the district qualified to vote at district meetings, at least five days before the day of the meeting, in the manner prescribed in the second section of this title. But the inhabitants of any district may, at any annual meeting, adopt a resolution prescribing some other mode of giving notice of special meetings, which resolution and the mode prescribed thereby shall continue in force until rescinded or modified at some subsequent annual meeting.

§ 7. The proceedings of no district meeting, annual or special, shall be held illegal for want of a due notice to all the persons qualified to vote thereat, unless it shall appear that the omission to give such notice was willful and fraudulent.

§ 8. The annual meeting of each school district shall be held on the first Tuesday of August in each year, and, unless the hour and place thereof shall have been fixed by a vote of a previous district meeting, the same shall be held in the school-house at seven-thirty o'clock in the evening. If a district possesses more than one school-house, it shall be held in the one usually employed for that purpose, unless the trustees designate another. If the district possesses no school-house, or if the school-house shall be no longer accessible, then the annual meeting shall be held at such place as the trustees, or, if there be no trustee, the clerk, shall designate in the notice.

§ 9. Whenever the time for holding the annual meeting in school districts shall pass without such meeting being held in any district, a special meeting shall thereafter be called by the trustees or by the clerk of such district for the purpose of transacting the business of the annual meeting; and if no such meeting be called by the trustees or the clerk within twenty days after such time shall have passed, the school commissioner of the commissioner district in which said school district is situated, or the superintendent of public instruction may order any inhabitant of such district to give notice of such meeting in the manner provided in the second section of this title, and the officers of the district shall make to such meeting the reports required to be made at the annual meeting, subject to the same penalty in case of neglect; and the officers elected at such meeting shall hold their respective offices only until the next annual meeting and until their successors are elected and shall have qualified as in this act provided.

§ 10. Whenever any district meeting shall be duly called, it shall be the duty of the inhabitants qualified to vote thereat, to assemble at the time and place fixed for the meeting.

§ 11. Every person of full age residing in any school district and who has resided therein for a period of thirty days next preceding any annual or special meeting held therein, and a citizen of the United States, who owns or hires, or is in the possession, under a contract of purchase, of real property in such school district liable to taxation for school purposes; and every such resi-

dent of such district, who is a citizen of the United States, of twenty-one years of age, and is the parent of a child or children of school age, some one or more of whom shall have attended the district school in said district for a period of at least eight weeks within one year preceding such school meeting; and every such person not being the parent, who shall have permanently residing with him or her a child or children of school age, some one or more of whom shall have attended the district school in said district for a period of at least eight weeks within one year preceding such school meeting; and every such resident and citizen as aforesaid, who owns any personal property, assessed on the last preceding assessment-roll of the town, exceeding fifty dollars in value, exclusive of such as is exempt from execution, and no other shall be entitled to vote at any school meeting held in such district, for all school district officers and upon all matters which may be brought before said meeting. No person shall be deemed to be ineligible to vote at any such school district meeting, by reason of sex, who has one or more of the other qualifications required by this section.

§ 12. If any person offering to vote at any school district meeting shall be challenged as unqualified, by any legal voter in such district, the chairman presiding at such meeting shall require the person so offering, to make the following declaration: "I do declare and affirm that I am, and have been, for the thirty days last past, an actual resident of this school district and that I am qualified to vote at this meeting." And every person making such declaration shall be permitted to vote on all questions proposed at such meeting; but if any person shall refuse to make such declaration, his or her vote shall be rejected.

§ 13. Any person who shall willfully make a false declaration of his or her right to vote at any such school meeting, after his or her right to vote thereat has been challenged, shall be deemed guilty of a misdemeanor. And any person not qualified to vote at any such meeting, who shall vote thereat, shall thereby forfeit five dollars, to be sued for by the supervisor for the benefit of the common schools of the town.

§ 14. The inhabitants entitled to vote, when duly assembled in

any district meeting, shall have power, by a majority of the votes of those present:

1. To appoint a chairman for the time being.
2. If the district clerk be absent to appoint a clerk for the time.
3. To adjourn from time to time as occasion may require.

4. To elect one or three trustees as hereinafter provided, a district clerk and a district collector, and in any district which shall so determine, as hereinafter provided, to elect a treasurer, at their first meeting, and so often as such offices or any of them become vacated, except as hereinafter provided. All district officers shall be elected by ballot. At elections of district officers, the trustees shall provide a suitable ballot-box. Two inspectors of election shall be appointed in such manner as the meeting shall determine, who shall receive the votes cast, and canvass the same, and announce the result of the ballot to the chairman. A poll-list containing the name of every person whose vote shall be received shall be kept by the district clerk, or the clerk for the time of the meeting. The ballots shall be written or printed, or partly written and partly printed, containing the name of the person voted for and designating the office for which each is voted for. The chairman shall declare to the meeting the result of each ballot, as announced to him by the inspectors, and the persons having the majority of votes, respectively, for the several offices, shall be elected.

5. At the first meeting, or at any subsequent annual meeting, or at any special meeting duly called for that purpose, the qualified voters of any school district are authorized to adopt by a vote of a majority of such voters present and voting, to be ascertained by taking and recording the ayes and noes, a resolution to elect a treasurer of said district, who shall be the custodian of all moneys belonging to said district, and the disbursing officer of such moneys. If such resolution shall be adopted, such voters shall thereupon elect by ballot a treasurer for said district. No person shall be eligible to the office of treasurer unless he is a qualified voter in, and a taxable inhabitant of said district. Any person elected treasurer at any meeting other than an annual meeting, shall hold office until the next annual meeting after

such election, and until his successor shall be elected or appointed, and thereafter a treasurer shall be elected at each annual meeting for the term of one year.

6. To fix the amount in which the collector and treasurer shall give bonds for the due and faithful performance of the duties of their offices.

7. To designate a site for a school-house, or, with the consent of the commissioner or commissioners within whose district or districts the school district lies, to designate sites for two or more school-houses for the district. Such designation of a site or sites for a school-house can be made only at a special meeting of the district, duly called for such purpose by a written resolution in which the proposed site shall be described by metes and bounds, and which resolution must receive the assent of a majority of the qualified voters present and voting, to be ascertained by taking and recording the ayes and noes.

8. To vote a tax upon the taxable property of the district to purchase, lease and improve such site or sites or an addition to such site or sites; to hire or purchase rooms or buildings for school-rooms or school-houses, or to build school-houses; and to keep in repair and furnish the same with necessary fuel, furniture and appendages.

9. To vote a tax, not exceeding twenty-five dollars in any one year, for the purchase of maps, globes, blackboards and other school apparatus, and for the purchase of text-books and other school necessities for the use of poor scholars of the district.

10. To vote a tax for the establishment of a school library and the maintenance thereof, or for the support of any school library already owned by said district, and for the purchase of books therefor, and such sum as they may deem necessary for the purchase of a book-case.

11. To vote a tax to supply a deficiency in any former tax arising from such tax, being in whole or in part, uncollectible.

12. To authorize the trustees to cause the school-house or school-houses, and their furniture, appendages and school apparatus to be insured by any insurance company created by or under the laws of this state.

13. To alter, repeal and modify their proceedings, from time to time, as occasion may require.

14. To vote a tax for the purchase of a book for the purpose of recording their proceedings.

15. To vote a tax to replace moneys of the district, lost or embezzled by district officers; and to pay the reasonable expenses incurred by district officers in defending suits or appeals brought against them for their official acts, or in prosecuting suits or appeals by direction of the district against other parties.

16. To vote a tax to pay whatever deficiency there may be in teachers' wages after the public money apportioned to the district shall have been applied thereto; but if the inhabitants shall neglect or refuse to vote a tax for this purpose, or if they shall vote a tax which shall prove insufficient to cover such deficiency, then the trustees are authorized, and it is hereby made their duty, to raise, by district tax, any reasonable sum that may be necessary to pay the balance of teachers' wages remaining unpaid, the same as if such tax had been authorized by a vote of the inhabitants.

17. To vote a tax to pay and satisfy of record any judgment or judgments of a competent court which may have been or shall hereafter be obtained in an action against the trustees of the district for unpaid teachers' wages against the trustees of the district, where the time to appeal from said judgment or judgments shall have lapsed, or there shall be no intent to appeal on the part of such district, or the said judgment or judgments is or are or shall be of the court of last resort; but if the inhabitants shall neglect or refuse to vote a tax for this purpose, or, if they vote a tax which shall prove insufficient to fully satisfy said judgment or judgments, then the trustees are authorized and it is hereby made their duty to raise by district tax the amount of said judgment or judgments, or the deficiency which may exist in any tax voted by said inhabitants to pay said judgment or judgments, the same as if such tax had been authorized by a vote of the inhabitants, and the trustees are hereby authorized, and it is hereby made their duty forthwith, after the expiration of thirty days from notice of any judgment or judgments

having been entered against the district or the trustees thereof for unpaid teachers' wages, to call a meeting of the inhabitants of said district, who shall have power, as aforesaid, to vote a tax to pay said judgment or judgments; and in case they refuse or neglect to do so, the trustees are authorized, and it is hereby made their duty, unless said judgment or judgments are appealed from, to raise by district tax the amount of said judgment or judgments as hereinbefore provided.

18. In all propositions arising at said district meetings, involving the expenditure of money, or authorizing the levy of a tax or taxes, the vote thereon shall be by ballot, or ascertained by taking and recording the ayes and noes of such qualified voters attending and voting at such district meetings.

§ 15. In school districts in which the number of children of school age exceeds three hundred, as shown by the last annual report of the trustees to the school commissioner, the qualified voters of any such district, at any annual meeting thereof, may by the vote of a majority of those present and voting, to be ascertained by taking and recording the ayes and noes, determine that the election of officers of said district shall be held on the Wednesday next following the day designated by law for holding the annual meeting of said district. Until such determination shall be changed, such election shall be held on the Wednesday next following the day on which such annual meeting of such district shall be held in each year, between the hours of twelve o'clock noon and four o'clock in the afternoon, at the principal school-house in such district, or such other suitable place as the trustees may designate. When the place of holding such election is other than at the principal school-house, the trustees shall give notice thereof by the publication of such notice, at least, one week before the time of holding such election, in some newspaper published in the district, or by posting the same in five conspicuous places in the district. The trustees may, by resolution, extend the time of holding the election from four o'clock until sunset. The trustees shall act as inspectors of election, and if a majority of the trustees shall not be present at the time for opening the polls those of them in attendance may appoint any of the legal voters

of the district present to act as inspectors in place of the absent trustees; and if none of the trustees shall be present at the time of opening the polls, the legal voters present may choose three of their number to act as inspectors. If any such district shall have but one trustee, the legal voters of the district present at the time of opening the polls, may choose two of their number to act with said trustee as inspectors. The district clerk shall attend at the election, and record in a book to be provided for that purpose, the name of each elector as he or she deposits his or her ballot. If the district clerk shall be absent, or shall be unable or refuse to act, the trustees or inspectors of election shall appoint some person who is a legal voter in the district to act in his place. Any clerk or acting clerk at such election who shall neglect or refuse to record the name of a person whose ballot is received by the inspectors, shall be liable to a fine of twenty-five dollars, to be sued for by the supervisor of the town. If any person offering to vote at such election shall be challenged as unqualified, by any legal voter, the chairman of the inspectors shall require the person so offering to vote to make the following declaration: "I do declare and affirm that I am and have been for the thirty days last past an actual resident of this school district, and that I am legally qualified to vote at this election." Every person making such declaration shall be permitted to vote; but if any person shall refuse to make such declaration, his or her ballot shall not be received by the inspectors. Any person who, upon being so challenged, shall willfully make a false declaration of his or her right to vote at such election, is guilty of a misdemeanor. Any person who shall vote at such election, not being duly qualified, shall, though not challenged, forfeit the sum of ten dollars, to be sued for by the supervisor of the town for the benefit of the school or schools of the district. The trustees of the district shall, at the expense of the district, provide a suitable box in which the ballots shall be deposited as they are received. Such ballots shall contain the names of the persons voted for, and shall designate the office for which each one is voted, and such ballots may be either written or printed, or partly written and partly

printed. The inspectors, immediately after the close of the polls shall proceed to canvass the votes. They shall first count the ballots to determine if they tally with the number of names recorded by the clerk. If they exceed that number, enough ballots shall be withdrawn to make them correspond. Said inspectors shall count the votes and announce the result. The person or persons having a majority of the votes respectively for the several offices shall be elected, and the clerk shall record the result of such ballot and election as announced by the inspectors. Whenever the time for holding such election as aforesaid shall pass without such election being held in any such district, a special election shall be called by the trustees or clerk, and if no such election be called by the trustees or clerk within twenty days after such time shall have passed, the school commissioner or the superintendent of public instruction may order an inhabitant of such district to give notice of such election in the manner provided in the second section of this title; and the officials elected at such special election shall hold their respective offices only until the next annual election, and until their successors are elected and shall have qualified, as in this act provided. All disputes concerning the validity of any such election, or of any votes cast thereat, or of any of the acts of the inspectors or clerk, shall be referred to the superintendent of public instruction, whose decision in the matter shall be final. Such superintendent may, in his discretion, order a new election in any district.

The foregoing provision shall not apply to school districts in cities, nor to union free school districts whose limits correspond with those of an incorporated village, nor to any school district organized under a special act of the legislature, in which the time, manner and form of the election of district officers shall be different from that prescribed for the election of officers in common school districts, organized under the general law, nor to any of the school districts in the counties of Richmond, Suffolk, Chenango, Westchester, Warren, Erie and St. Lawrence.

ARTICLE 2.

Of district school-houses and sites.

§ 16. No school-house shall be built so as to stand, in whole or in part, upon the division line of any two towns.

§ 17. No tax voted by a district meeting for building, hiring or purchasing a school-house or an addition to a school-house exceeding the sum of five hundred dollars, shall be levied by the trustees unless the commissioner in whose district the school-house of said district so to be built, hired or purchased or added to is situated shall certify, in writing, his approval of such larger sum. And no school-house shall be built in any school district of this state until the plan of ventilating, heating and lighting such school-house shall be approved in writing by said school commissioner. But nothing herein contained shall invalidate any tax that shall or may be hereafter levied for building or repairing school-houses which in other respects comply with existing statutes.

§ 18. Whenever a majority of the inhabitants of any school district entitled to vote, to be ascertained by taking and recording the ayes and noes of such inhabitants attending and voting at any annual, special or adjourned school district meeting, legally called or held, shall determine that the sum proposed and provided for in the last preceding section shall be raised by installments, it shall be the duty of the trustees of such district, and they are hereby authorized to cause the same to be raised, levied and collected in equal installments in the same manner and with the like authority that other school taxes are raised, levied and collected, and to make out their tax-list and warrant for the collection of such installments, with interest thereon, as they become payable, according to the vote of the said inhabitants; but the payment or collection of the last installment shall not be extended beyond twenty years from the time such vote was taken; and no vote to levy any such tax shall be reconsidered except at an adjourned annual or special meeting to be held within thirty days thereafter, and a like majority shall be required for

reconsideration as that by which tax was originally imposed. For the purpose of giving effect to these provisions, trustees are hereby authorized, whenever a tax shall have been voted to be collected in installments for the purpose of building a new school-house or an addition to a school-house, to borrow so much of the sum voted as may be necessary, at a rate of interest not exceeding six per cent, and to issue bonds or other evidences of indebtedness therefor which shall be a charge upon the district, and be paid at maturity and which shall not be sold below par. Due notice of the time and place of the sale of such bonds shall be given at least ten days prior thereto.

§ 19. So long as a district shall remain unaltered, the site of a school-house owned by it, upon which there is a school-house erected or in process of erection, shall not be changed, nor such school-house be removed, unless by the consent, in writing, of the school commissioner having jurisdiction; nor with such consent, unless a majority of all the legal voters of said district present and voting, to be ascertained by taking and recording the ayes and nces, at a special meeting called for that purpose, shall adopt a written resolution designating such new site, and describing such new site by metes and bounds.

§ 20. Whenever the site of a school-house shall have been changed, as herein provided, the inhabitants of a district entitled to vote, lawfully assembled at any district meeting, shall have power, by a majority of the votes of those present, to direct the sale of the former site or lot, and the buildings thereon and appurtenances or any part thereof, at such price and upon such terms as they shall deem proper; and any deed duly executed by the trustees of such district, or a majority of them, in pursuance of such direction, shall be valid and effectual to pass all the estate or interest of such school district in the premises, and when a credit shall be directed to be given upon such sale for the consideration money, or any part thereof, the trustees are hereby authorized to take in their corporate name such security by bond and mortgage, or otherwise, for the payment thereof, as they shall deem best, and shall hold the same as a corporation, and

account therefor to their successors in office and to the district, in the manner they are now required by law to account for moneys received by them; and the trustees of any such district for the time being may, in their name of office, sue for and recover the moneys due and unpaid upon any security so taken by them or their predecessors.

§ 21. All moneys arising from any sale made in pursuance of the last preceding section, shall be applied to the expenses incurred in procuring a new site, and in removing or erecting thereon a school-house, and improving and furnishing such site and house, and their appendages, so far as such application shall be necessary; and the surplus, if any, shall be devoted to the purchase of school apparatus and the support of the school, as the inhabitants at any annual meeting shall direct.

ARTICLE 3.

Of the qualification, election and terms of office of district officers, and of vacancies in such offices.

§ 22. No school commissioner or supervisor is eligible to the office of trustee, and no trustee can hold the office of district clerk, collector, treasurer or librarian.

§ 23. Every district officer must be a resident of his district, and qualified to vote at its meetings. No person shall be eligible to hold any school district office who can not read and write.

§ 24. From one annual meeting to the next is a year within the meaning of the following provisions: The term of office of a sole trustee of a district is one year. The full term of a joint trustee is three years, but a joint trustee may be elected for one or two years, as herein provided. The term of office of all other district officers is one year. Every district officer shall hold his office, unless removed during his term of office, until his successor shall be elected or appointed.

§ 25. The terms of all officers elected at the first meeting of a newly created district shall expire on the first Tuesday of August, next thereafter.

§ 26. On the first Tuesday of August next after the erection of a district, at its first annual meeting, the electors shall determine,

by resolution, whether the district shall have one or three trustees; and if they resolve to have three trustees, shall elect the three for one, two and three years, respectively, and shall designate by their votes for which term each is elected; thereafter in such district, one trustee shall be elected at each annual meeting to fill the office of the outgoing trustee. The electors of any district having three trustees, shall have power to decide by resolution, at any annual meeting, whether the district shall have a sole trustee or three trustees, and if they resolve to have a sole trustee, the trustee or trustees in office shall continue in office until their term or terms of office shall expire, and no election of a trustee shall be had in the district until the offices of such trustee or trustees shall become vacant by the expiration of their terms of office or otherwise, and thereafter but one trustee shall be elected for said district, until the electors of a district having decided to have but one trustee shall determine at an annual meeting, by a two-thirds vote of the legal voters present thereat, to have three trustees; in which case they shall, upon the adoption of such resolution, proceed to elect three trustees or such number as may be necessary to form a board of three trustees, in the same manner as provided in this section for the election of three trustees at the first annual meeting after the erection of a district; and thereafter in such district, one trustee shall be elected for three years, at each annual meeting, to fill the office of the outgoing trustee.

§ 27. It shall be the duty of the district clerk, or of any person who shall act as clerk at any district meeting, when any officer shall be elected, forthwith to give the person elected notice thereof in writing; and such person shall be deemed to have accepted the office, unless, within five days after the service of such notice, he shall file his written refusal with the clerk. The presence of any such person at the meeting which elects him to office, shall be deemed a sufficient notice to him of his election.

§ 28. The collector or treasurer vacates his office by not executing a bond to the trustee or trustees, as hereinafter required, and the trustee or trustees may supply the vacancy.

§ 29. In case the office of a trustee shall be vacated by his

death, refusal to serve, incapacity, removal from the district, or by his being removed from the office, or in any other manner, and the vacancy be not supplied by a district meeting within one month thereafter, the school commissioner of the commissioner district, within which the school-house or principal school-house of the district is situated, may, by a writing, under his hand, appoint a competent person to fill it. If such vacancy is supplied by a district meeting, it shall be for the balance of the unexpired term; but when such vacancy is supplied by appointment by a school commissioner it shall be only until the next annual meeting of the district.

§ 30. A trustee who publicly declares that he will not accept or serve in the office of trustee, or who refuses or neglects to attend three successive meetings of the board, of which he is duly notified, without rendering a good and valid excuse therefor to the other trustees, or trustee, where there are but two, vacates his office by refusal to serve.

§ 31. Any vacancy in the office of clerk, collector or treasurer, may be supplied by appointment under the hands of the trustee or trustees of the district, or a majority of them, and the appointees shall hold their respective offices until the next annual meeting of the district, and until others are elected and take their places.

§ 32. Every appointment to fill a vacancy shall be forthwith filed, by the commissioner or trustees making it, in the office of the district clerk, who shall immediately give notice of the appointment to the person appointed.

§ 33. Every person chosen or appointed to a school district office, who, being duly qualified to fill the same, shall refuse to serve therein, shall forfeit five dollars; and every person so chosen or appointed, who, not having refused to accept the office, shall willfully neglect or refuse to perform any duty thereof, shall by such neglect or refusal vacate his office and shall forfeit the sum of ten dollars. These penalties are for the benefit of the school or schools of the district. But the school commissioner of the commissioner district wherein any such person resides may accept his written resignation of the office, and the filing of such resignation and acceptance in the office of the district clerk shall be a

bar to the recovery of either penalty in this section mentioned; or such resignation may be made to and accepted by a district meeting.

ARTICLE 4.

Of the duties of the district clerk and treasurer.

§ 34. It shall be the duty of the clerk of each school district:

1. To record the proceedings of all meetings of the voters of his district in a book to be provided for that purpose by the district, and to enter therein true copies of all reports made by the trustee or trustees to the school commissioner.

2. To give notice, in the manner prescribed by the sixth section of this title, or by the inhabitants, pursuant to such section, of the time and place of holding special district meetings called by the trustee or trustees.

3. To affix a notice in writing of the time and place of any adjourned meeting, when the meeting shall have been adjourned for a longer time than one month, in at least five of the most public places of such district, at least five days before the time appointed for such adjourned meeting.

4. To give the like notice of every annual district meeting.

5. To give notice immediately to every person elected or appointed to office of his election or appointment; and also to report to the town clerk of the town in which the school-house of his district is situated, the names and post-office addresses of such officers, under a penalty of five dollars for neglect in each instance.

6. To notify the trustee or trustees of every resignation duly accepted by the school commissioner.

7. To keep and preserve all records, books and papers belonging to his office and to deliver the same to his successor. For a refusal or neglect so to do, he shall forfeit fifty dollars for the benefit of the school or schools of the district, to be recovered by the trustees.

8. In case his district shall be dissolved, to obey the order of the school commissioner or commissioners as to depositing the books, papers and records of his office in the town clerk's office.

9. To attend all meetings of the board of trustees when notified, and keep a record of their proceedings in a book provided for that purpose.

10. To call special meetings of the inhabitants whenever all the trustees of the district shall have vacated their office.

11. The records, books and papers belonging or appertaining to the office of the clerk of any school district, as in this section mentioned, are hereby declared to be the property of said school district respectively, and shall be open for inspection by any qualified voter of the district at all reasonable hours, and any such voter may make copies thereof.

§ 35. The treasurer of a school district shall be the custodian of all moneys belonging to the district from whatever source derived, and it is hereby made the duty of the trustee or trustees of such district to pay to such treasurer any and all moneys that may come into his or their hands belonging to such district derived from sales of personal or real property of the district, from insurance policies, from bonds of the district issued and sold by him or them, or from any other source whatsoever. The collector of such district shall pay over to such treasurer all moneys collected by him under and by virtue of any tax list and warrant issued and delivered to him. Such treasurer is hereby authorized and empowered to demand and receive from the supervisor of the town in which such school district is situated all public money apportioned to said district. It shall be the duty of such treasurer within ten days after notice of his election to execute and deliver to the trustee or trustees of such district, his bond in such sum as shall have been fixed by a district meeting or as such trustee or trustees shall require, with at least two sureties to be approved by such trustee or trustees, conditioned to faithfully discharge the duties of his office, and to well and truly account for all moneys received by him, and to pay over any sum or sums of money remaining in his hands to his successor in office. Such bond when so executed and approved in writing by such trustee or trustees shall be filed with the district clerk. No moneys shall be paid out or disbursed by such treasurer except upon the written orders of a sole trustee, or a majority of

the trustees. Such treasurer shall, whenever required by such trustee or trustees, report to him or them a detailed statement of the moneys received by him, and his disbursements, and at the annual meeting of such district he shall render a full account of all moneys received by him and from what source, and when received, and all disbursements made by him and to whom and the dates of such disbursements respectively, and the balance of moneys remaining in his hands.

ARTICLE 5.

Of pupils and teachers.

§ 36. Common schools in the several school districts of this state shall be free to all persons over five and under twenty-one years of age residing in the district as hereinafter provided; but non-residents of a district, if otherwise competent, may be admitted into the school of a district, with the written consent of the trustees, or of a majority of them, upon such terms as the trustees shall prescribe; provided that if such non-resident pupils, their parents or guardians, shall be liable to be taxed for the support of said schools in the district, on account of owning property therein, the amount of any such tax paid by a non-resident pupil, his parent or guardian, during the current school year, shall be deducted from the charge for tuition.

§ 37. If a school district include a portion of an Indian reservation, whereon a school for Indian children has been established by the superintendent of public instruction, and is taught, the school of the district is not free to Indian children resident in the district or on the reservation, nor shall they be admitted to such school except by the permission of the superintendent.

§ 38. No teacher is qualified, within the meaning of this act, who does not possess an unannulled diploma granted by a state normal school, or an unrevoked and unannulled certificate of qualification given by the superintendent of public instruction, or an unexpired certificate of qualification given by the school commissioner within whose district such teacher is employed. No person shall be deemed to be qualified who is under the age of sixteen years.

§ 39. No part of the school moneys apportioned to a district can be applied or permitted to be applied to the payment of the wages of an unqualified teacher, nor can his or her wages, or any part of them, be collected by a district tax.

§ 40. Any trustee who applies, or directs, or consents to the application of any such money to the payment of an unqualified teacher's wages, thereby commits a misdemeanor; and any fine imposed upon him therefor shall be for the benefit of the common schools of the district.

§41. Teachers shall keep, prepare and enter in the books provided for that purpose, the school lists and accounts of attendance hereinafter mentioned, and shall be responsible for their safe-keeping and delivery to the clerk of the district at the close of their engagements or terms.

ARTICLE 6.

Of trustees, their powers and duties; and of school taxes and annual reports.

§ 42. The trustee or trustees of every school district, whether there is one, or are three trustees, as hereinbefore provided, shall constitute a board for each of said districts respectively, and each of said boards are hereby severally created bodies corporate.

§ 43. All property which is now vested in, or shall hereafter be transferred to the trustee or trustees of a district, for the use of schools in the district, shall be held by him or them as a corporation.

§ 44. A board consisting of a sole trustee of the district shall have all the powers, and be subject to all the duties, liabilities and penalties conferred and imposed by law upon or against a board of three trustees or any trustee or trustees, or the majority of the trustees of said board having three trustees of a district.

§ 45. The trustee or trustees of a district compose a board, and every power committed to said trustees by this act must be exercised by the board. The board must meet for the transaction of business in accordance with notice of time and place. In a board composed of three trustees, when two only meet to deliberate upon any matter or matters, and the third, if notified, does not

attend, or the three meet and deliberate thereon, the conclusion of two upon the matter, and their order, act or proceeding in relation thereto, shall be as valid as though it were the conclusion, order, act, or proceeding of the three; and a recital of the two in their minute of the conclusion, act or proceeding, or in their order, act or proceeding of the fact of such notice, or of such meeting and deliberation, shall be conclusive evidence thereof. A meeting of the board may be ordered by any member thereof, by giving not less than twenty-four hours' notice of the same.

§ 46. While there is one vacancy in the office of trustee, the two trustees have all the powers and are subject to all the duties and liabilities of the three. And while there are two such vacancies, the trustee in office shall have all the power and be subject to all the duties and liabilities of the three, as though he were a sole trustee. When a vacancy or vacancies shall occur in the office of trustee, the first act of the board shall be to call a special meeting of the district to supply such vacancy or vacancies.

§ 47. It shall be the duty of the trustee or trustees of every school district, and they shall have power:

1. To call special meetings of the inhabitants of such districts whenever they shall deem it necessary and proper.

2. To give notice of special, annual and adjourned meetings in the manner prescribed in the sixth section of this title, if there be no clerk of the district, or he be absent or incapable of acting, or shall refuse to act.

3. To make out a tax-list of every district tax voted by any such meeting, or authorized by law, containing the names of all the taxable inhabitants residing in the district at the time of making out the list, and the amount of tax payable by each inhabitant, set opposite to his name, as directed in the seventh article of this title.

4. To annex to such tax-list a warrant, directed to the collector of the district, for the collection of the sums in such list mentioned.

5. To purchase or lease a site or sites for the district school-house or school-houses, as designated by a meeting of the district; and to build, or purchase such school-house or houses as

may be so designated; and to hire rooms or buildings for such school purposes, and to keep in repair and furnish such school-house or houses, rooms or buildings with necessary fuel, furniture, school apparatus, heating apparatus and appendages, and to pay the expense thereof by tax, but such expense shall not exceed fifty dollars in any one year, unless authorized by the district or by law.

6. To have the custody and safe-keeping of the district school-house or houses, their sites and appurtenances.

7. When thereto authorized by a meeting of the district to insure the school-house or houses, and their furniture, and the school apparatus in some company created by or under the laws of this state, and to comply with the conditions of the policy, and raise the premiums by a district tax. If the district meeting shall neglect to make such authorization, it shall be the duty of the trustee or trustees to insure such school-house or houses, and their furniture and school apparatus, and the premiums paid shall be raised by district tax.

8. To insure the school library in such a company in a sum fixed by a district meeting, and to raise the premium by a district tax, and comply with the conditions of the policy.

9. To contract with and employ all teachers in the district school or schools, as are qualified under the provisions of this act, and to designate the number of teachers to be employed; to determine the rate of compensation to be paid to each teacher and the term of the employment of each teacher respectively, and to determine the terms of school to be held in their respective districts during each school year; but no person who is related to any trustee or trustees by blood or marriage shall be so employed, except with the approval of two-thirds of the voters of such district present and voting upon the question at an annual or special meeting of the district. Nor shall the trustees of any school district make any contract for the employment of a teacher or teachers for more than one year in advance. Nor shall any trustee or trustees, employ any teacher for a shorter time than ten weeks unless for the purpose of filling out an unexpired term of

school; nor shall any teacher be dismissed in the course of a term of employment, except for reasons which, if appealed to the superintendent of public instruction, shall be held to be sufficient cause for such dismissal. Any failure on the part of a teacher to complete an agreement to teach a term of school without good reason therefor, shall be deemed sufficient ground for the revocation of the teacher's certificate. Any person employed in disregard of the foregoing provisions shall have no claim for wages against the district, but may enforce the specific contract made against the trustee or trustees consenting to such employment as individuals.

10. All trustees of school districts who shall employ any teacher to teach in any of said districts shall, at the time of such employment, make and deliver to such teacher, or cause to be made and delivered, a memorandum in writing, signed by said trustee or trustees, or by some person duly authorized by said trustee or trustees to represent him or them in the premises, in which the details of the agreement between the parties, and particularly the length of the term of employment, the amount of compensation and the time or times when such compensation shall be due and payable shall be clearly and definitely set forth. The pay of any teacher employed in any of the school districts of this state shall be due and payable at least as often as at the end of each calendar month of the term of employment.

11. To establish rules for the government and discipline of the schools in their respective districts; and to prescribe the course of studies to be pursued in such schools. Provision shall be made for instructing pupils in all schools supported by public money, or under state control, in physiology and hygiene, with special reference to the effect of alcoholic drinks, stimulants and narcotics upon the human system.

12. To pay, towards the wages of such teachers as are qualified, the public moneys apportioned to the district legally applicable thereto, by giving them orders therefor on the supervisor, or on the collector or treasurer of such district when duly qualified to receive and disburse the same, and to collect, as herein pro-

vided, the residue of such wages by direct tax. But no trustee shall issue any order or draw a draft upon a supervisor, collector or treasurer for any money unless there shall be at the time a sufficient amount of money in the hands of such supervisor, collector or treasurer belonging to the district, to meet such order or draft, and a violation of this provision by any trustee shall be a misdemeanor and punishable as such. If, at the time of the employment of a qualified teacher for a term of school, there shall be no public moneys in the hands of the supervisor, collector or treasurer applicable to the payment of teacher's wages, or if there shall not be a sufficient amount in the hands of either or all such officers to enable the trustee or trustees to pay the teachers' wages as they fall due, and the district meeting has failed or neglected to authorize a tax to pay the same, the trustee or trustees of such school district are hereby authorized and empowered, and it shall be their duty, to collect by district tax an amount sufficient to pay the wages of such teacher for such term, but not to exceed four months in advance.

13. To divide such public moneys apportioned to the district, whenever authorized by a vote of their district into two or more portions for each year; to assign and apply one of such portions to each term during which a school shall be kept in such district, for the payment of teachers' wages during such term; and to collect the residue of such wages not paid by the proportion of public money allotted for that purpose, by district tax as herein provided.

14. To draw upon the supervisor, the collector or treasurer, when duly qualified to receive and disburse the same, for the school and library moneys, by written orders signed by the sole trustee, or where there are three trustees, signed by a majority of said trustees as prescribed by subdivisions one and two of section four of title three of this act.

15. After having paid toward the wages of such teachers as are qualified, the public moneys of the district legally applicable thereto, by giving them orders on the supervisor, collector or treasurer therefor, to collect the residue of such wages by a

district tax, or, if the same shall have been already collected, to give such teacher an order on the collector or treasurer for the balance of his or her wages still remaining unpaid. But it shall be a misdemeanor, and punishable as such, for a trustee or trustees to give an order upon the collector or treasurer unless there shall be in the hands of said collector or treasurer, at the time, sufficient money belonging to the district to meet the same.

§ 48. The trustee or trustees in the several school districts shall provide suitable and convenient water-closets or privies for each of the schools under their charge, at least, two in number, which shall be entirely separated each from the other, and having separate means of access, and the approaches thereto shall be separated by a substantial close fence not less than seven feet in height. It shall be the duty of the trustee or trustees aforesaid to keep the same in a clean and wholesome condition, and a failure to comply with the foregoing provisions of this section on the part of such trustee or trustees, shall be sufficient ground for his or their removal from office, and for withholding from the district any share of the public moneys of the state. Any expense incurred by such trustee or trustees in carrying out the requirements of this act shall be a charge upon the district, when such expense shall have been approved by the school commissioner of the district within which the school district is located, and a tax may be levied therefor without a vote of the district.

§ 49. All school buildings situated in the school districts of the state, other than in the cities of New York and Brooklyn, which are more than two stories high, shall have properly constructed stairways on the outside thereof, with suitable doorways leading thereto, from each story above the first, for use in case of fire. Such stairways shall be kept in good order and free from obstruction. It shall be the duty of the trustee or trustees having charge of said school buildings in school districts to cause such stairways to be constructed and maintained, and the reasonable and proper cost thereof, shall, in each case, be a legal charge upon the district, and shall be raised by tax, as other moneys are raised for school purposes.

§ 50. The trustee or trustees of each school district shall keep each of the school-houses under his or their charge, and its furniture, school apparatus and appendages, in necessary and proper repair, and make the same reasonably comfortable for use, but not at an expense of exceeding fifty dollars in any one year, except by a vote of the district. Said trustee or trustees shall also expend a sum not exceeding fifty dollars, in the erection of necessary outbuildings, when the district is wholly unprovided with such buildings, upon the direction of the school commissioner in whose district such school-house is situated, or of the superintendent of public instruction. Said trustee or trustees shall also make any repairs and abate any nuisances, pursuant to the direction of the school commissioner as hereinbefore provided, and shall provide fuel, stoves or other heating apparatus, pails, brooms and other implements necessary to keep the school-house or houses and the school-room or rooms clean, and make them reasonably comfortable for use, when no provision has been made therefor by a vote of the district, or the sum voted by the district for said purposes shall have proved insufficient. Said trustee or trustees shall also provide for building fires and cleaning the school-room or rooms, and for janitor work generally in and about the school-house or houses, and pay for such service such reasonable sum as may be agreed upon therefor. They shall provide the bound blank-books for the entering of their accounts and the keeping of the school-lists, the records of the district and the proceedings of district and trustee meetings, and they may expend in the purchase of dictionary, maps, globes or other school apparatus, a sum not exceeding twenty-five dollars in any one year. Whenever it shall be necessary for the due accommodation of the children of the district, by reason of any considerable number of said children residing in portions of said districts remote from the school-house in said district, thereby rendering it difficult for them in inclement weather and in winter to attend school at such school-house, or by reason of the room or rooms in said school-house being overcrowded, or for any other sufficient reason the due accommodation of said children can not be made in said school-house, they shall establish temporary or branch school or schools in such place or

places in said district as shall best accommodate such children, and hire any room or rooms for the keeping of said temporary or branch school or schools, and fit up and furnish said room or rooms in a suitable manner for conducting such school or schools therein. Any expenditure made or liability incurred in pursuance of this section shall be a charge upon the district.

§ 51. When trustees are required or authorized by law, or by a vote of their district, to incur any expense for such district, and when any expenses incurred by them are made, by express provision of law, a charge upon such district, they may raise the amount thereof by tax in the same manner as if the definite sum to be raised had been voted by a district meeting.

§ 52. The trustees, or any one of them, if not forbidden by another, may freely permit the school-house, when not in use for the district school, to be used by persons assembling therein for the purpose of giving and receiving instruction in any branch of education or learning, or in the science or practice of music.

§ 53. They shall procure two bound blank books for the district and, when necessary, others in their places. In one of them, at or before each annual district meeting, they shall enter at large and sign a statement of all movable property belonging to the district, and their accounts of all moneys received or drawn for or paid by them, and they shall deliver this book to their successors. In the other, the teachers shall enter the names of the pupils attending school, their ages, the names of the persons who send them, and the number of days each pupil attends; and, also, the facts and the dates of each inspection of the school by the school commissioner or other official visitor, and any other facts, and in such form as the superintendent of public instruction shall require; and each teacher shall, by his oath or affirmation, verify his entries in such book, and the entries shall constitute the school lists from which the average daily attendance shall be determined; and such oath or affirmation may be taken by the district clerk, but without charge. Until the teacher shall have so made and verified such entries, the trustees shall not draw on the supervisor, collector or treasurer for any portion of his or her wages.

§ 54. If any portion of the moneys apportioned to the district shall not be paid by the supervisor, the collector or treasurer, upon the due requirement of the trustees, they shall forthwith notify the treasurer of the county, and the superintendent of public instruction, of the fact.

§ 55. The trustees shall, once in each year, render to the district, at its annual district meeting, a just, full and true account in writing, under their hands, of all moneys received by them respectively for the use of the district, or raised or collected by taxes, the preceding year, and of the manner in which the same shall have been expended, and showing to which of them an unexpended balance, or any part thereof, is chargeable; and of all drafts or orders made by them upon the supervisor, collector, treasurer or other custodian of moneys of the district; and a full statement of all appeals, actions or suits and proceedings brought by or against them, and of every special matter touching the condition of the district.

§ 56. An outgoing trustee shall forthwith pay, to his successor or any other trustees of the district in office, all unexpended moneys in his hands belonging to the district.

§ 57. By a willful neglect or refusal to render such account, a trustee also forfeits any unexpired term of his office, and becomes liable to the trustees for any district moneys in his hands.

§ 58. The trustees in office shall sue for and recover any district moneys in the hands of any former trustee, or of his personal representatives, and apply them to the use of the district.

§ 59. The trustees of each school district shall, on the first day of August in each year, make to the school commissioner a report in writing for the year ending on July thirty-first preceding. In every case the trustee or trustees shall sign and certify to said report and deliver it to the clerk of the town, in which the school-house of the district is situated; and every such report shall certify:

1. The whole time any school has been kept in their district during the year ending on the day previous to the date of such report, and distinguishing what portion of the time such school has been kept by qualified teachers, and the whole number

of days, including holidays, in which the school was taught by qualified teachers.

2. The amount of their drafts upon the supervisor, collector or treasurer for the payment of teachers' wages during such year, and the amount of their drafts upon him for the purchase of books and school apparatus during such year, and the manner in which such moneys have been expended.

3. The number of children taught in the district school or schools during such year by qualified teachers, and the sum of the days' attendance of all such children upon the school.

4. The number of children residing in the district on the thirtieth day of June previous to the making of such report, and the names of the parents or other persons with whom such children did respectively reside, and the number of children residing with each.

5. The number of vaccinated and unvaccinated children of school age in their respective districts.

6. The amount of money paid for teachers' wages, in addition to the public money paid therefor, the amount of taxes levied in said district for purchasing school-house sites, for building, hiring, purchasing, repairing and insuring school-houses, for fuel, for school libraries, or for any other purpose allowed by law, and such other information in relation to the schools and the district as the superintendent of public instruction may, from time to time, require.

§ 60. the annual reports of trustees of school districts, of children residing in their district, shall include all over five and under twenty-one years of age, who shall have been, on the thirtieth day of June last preceding the date of such report, actually in the district, comprising a part of the family of their parents or guardians or employers, if such parents, guardians or employers resided at the time in such district, although such residence was temporary; but such report shall not include children belonging to the family of any person who shall be an inhabitant of any other district in this state, in which such children may by law be included in the report of its trustees; nor any children who are supported at a county poor-house or an orphan asylum; nor any

Indian children residing on reservations where schools provided by law for their education are taught.

§ 61. Where a school district lies in two or more counties, its trustees shall make such an annual report for each part of it lying in a different county, and file each in the office of the clerk of the town in which the part of the district to which it especially relates lies; and such report shall be in the form and contain all such special matters as the superintendent of public instruction shall from time to time prescribe.

ARTICLE 7.

Of the assessment of district taxes, and the collection of such taxes; and of the collector, his powers, duties and liabilities.

§ 62. Within thirty days after a tax shall have been voted by a district meeting, the trustees shall assess it, and make out the tax-list therefor, and annex thereto their warrant for its collection. But they may at the same time assess two or more taxes so voted, and any tax or taxes they are authorized to raise without such vote, and make out one tax-list and one warrant for the collection of the whole. They shall also prefix to their tax-list a heading showing for what purpose the different items of the tax are levied.

§ 63. School district taxes shall be apportioned by the trustees upon all real estate within the boundaries of the district which shall not be by law exempt from taxation, except as hereinafter provided, and such property shall be assessed to the person or persons, or corporation owning or possessing the same at the time such tax-list shall be made out, but land lying in one body and occupied by the same person, either as owner or agent for the same principal, or as tenant under the same landlord, if assessed as one lot on the last assessment-roll of the town after revision by the assessors, shall, though situated partly in two or more school districts, be taxable in that one of them in which such occupant resides. This rule shall not apply to land owned by non-residents of the district, and which shall not be occupied by an agent, servant or tenant residing in the district. Such unoccupied real estate shall be assessed as non-

resident, and a description thereof shall be entered in the tax list. The trustees shall also apportion the district taxes upon all persons residing in the district, and upon all corporations liable to taxation therein, for the personal estate owned by them and liable to taxation. They shall also apportion the same upon non-resident stockholders in banks or banking associations situated in their districts for the amount of stock owned by them therein, and upon individual bankers doing business in their district in accordance with the provisions of chapter four hundred and nine of the laws of eighteen hundred and eighty-two, as amended by sections two, three and four of chapter seven hundred and fourteen of the laws of eighteen hundred and ninety-two.

§ 64. The valuations of taxable property shall be ascertained, so far as possible, from the last assessment-roll of the town, after revision by the assessors; and no person shall be entitled to any reduction in the valuation of such property, as so ascertained, unless he shall give notice of his claim to such reduction in writing to the trustees of the district before the tax list shall be made out.

§ 65. Where such reduction shall be duly claimed and where the valuation of taxable property can not be ascertained from the last assessment-roll of the town, or where the valuation of such property shall have increased or diminished, since the last assessment-roll of the town, or an error, mistake or omission on the part of the town assessors shall have been made in the description or valuation of taxable property, the trustees shall ascertain the true value of the property to be taxed from the best evidence in their power, giving notice to the persons interested, and proceeding in the same manner as the town assessors are required by law to proceed in the valuation of taxable property, the hearing of grievances, and the revision of the town assessment-roll.

§ 66. When a district embraces parts of more than one town, it shall be the duty of the supervisors of such towns so in part embraced and they are hereby directed, upon receiving a written notice from the trustee or trustees of such district, or

from three or more persons liable to pay taxes upon real estate therein, to meet at a time and place to be named in such notice, which time shall not be less than five or more than ten days from the service thereof, and a place within the bounds of the towns so in part embraced, and proceed to inquire and determine whether the valuation of real property upon the several assessment-rolls of said towns are substantially just, as compared with each other, so far as said districts are concerned, and if ascertained not to be so, they shall determine the relative proportion of taxes that ought to be assessed upon the real property of the parts of such district lying in different towns, and the trustees of such district shall thereupon assess the proportion of any tax thereafter to be raised, according to the determination of such supervisors, until new assessment-rolls of the town shall be perfected and filed, using the assessment-rolls of the several towns to distribute the said proportion among the persons liable to be assessed for the same. In cases when such supervisors shall be unable to agree, they shall summon a supervisor from some adjoining town, who shall unite in such inquiring, and the finding of a majority shall be the determination of such meeting. Such supervisors shall receive for their services three dollars per day for each day actually employed which shall be a town charge upon their respective towns.

§ 67. Any person working land under a contract for a share of the produce of such land, shall be deemed the possessor, so far as to render him liable to taxation therefor, in the district where such land is situate, and any person in possession of real property under a contract for the purchase thereof shall be liable to taxation therefor in the district where such real property is situate.

§ 68. Every person owning or holding any real property within any school district, who shall improve and occupy the same by his agent or servant, shall, in respect to the liability of such property to taxation, be considered a taxable inhabitant of such district, in the same manner as if he actually resided therein.

§ 69. Where any district tax, for the purpose of purchasing a site for a school-house, or for purchasing or building, keeping in repair, or furnishing such school-house with necessary fuel and appendages, shall be lawfully assessed, and paid by any person on account of any real property whereof he is only a tenant at will, or for three years, or for a less period of time, such tenant may charge the owner of such real estate with the amount of the tax so paid by him, unless some agreement to the contrary shall have been made by such tenant.

§ 70. Every taxable inhabitant of a district who shall have been, within four years, set off from any other district, without his consent, and shall within that period, have actually paid in such other district, under a lawful assessment therein, a district tax for building a school-house, shall be exempted by the trustees of the district where he shall reside, from the payment of any tax for building a school-house therein.

§ 71. When any real estate within a district so liable to taxation shall not be occupied and improved by the owner, his servant or agent, and shall not be possessed by any tenant, the trustees of any district, at the time of making out any tax-list by which any tax shall be imposed thereon, shall make and insert in such tax-list a statement and description of every such lot, piece or parcel of land so owned by non-residents therein, in the same manner as required by law from town assessors in making out the assessment-roll of their towns; and if any such lot is known to belong to an incorporated company liable to taxation in such district, the name of such company shall be specified, and the value of such lot or piece of land shall be set down opposite to such description, which value shall be the same that was affixed to such lot or piece of land in the last assessment-roll of the town; and if the same was not separately valued in such roll, then it shall be valued in proportion to the valuation which was affixed in the said assessment-roll to the whole tract of which such lot or piece shall be part.

§ 72. If any tax on real estate placed upon the tax-list and duly delivered to the collector, or the taxes upon non-resident stockholders in banking associations organized under the laws

of congress, shall be unpaid at the time the collector is required by law to return his warrant, he shall deliver to the trustees of the district an account of the taxes remaining due, containing a description of the lands upon which such taxes were unpaid as the same were placed upon the tax-list, together with the amount of the tax so assessed, and upon making oath before any justice of the peace or judge of court of record, notary public or any other officer authorized to administer oaths, that the taxes mentioned in any such account remain unpaid, and that, after diligent efforts, he has been unable to collect the same, he shall be credited by said trustees with the amount thereof.

§ 73. Upon receiving any such account from the collector, the trustees shall compare it with the original tax-list, and, if they find it to be a true transcript, they shall add to such account their certificate, to the effect that they have compared it with the original tax-list and found it to be correct, and shall immediately transmit the account, affidavit and certificate to the treasurer of the county.

§ 74. Out of any moneys in the county treasury, raised for contingent expenses, or for the purpose of paying the amount of the taxes so returned unpaid, the treasurer shall pay to the collector the amount of the taxes so returned as unpaid, and if there are no moneys in the treasury applicable to such purpose, the board of supervisors, at the time of levying said unpaid taxes, as provided in the next section, shall pay to the collector of the school district the amount thereof by voucher or draft on the county treasurer, in the same manner as other county charges are paid, and the collector shall be again charged therewith by the trustees.

§ 75. Such account, affidavit and certificate shall be laid by the county treasurer before the board of supervisors of the county, who shall cause the amount of such unpaid taxes, with seven per cent of the amount in addition thereto, to be levied upon the lands on which the same were imposed; and if imposed upon the lands of any incorporated company, then upon such company; and when collected the same shall be returned to the county treasurer to reimburse the amount so advanced, with the expenses of collection; and if imposed upon the stock of a non-resident stock-

holder in a banking association organized under the laws of congress, then the same, with seven per cent of the amount in addition thereto, shall be a lien upon any dividends thereafter declared upon such stock, and, upon notice by the board of supervisors to the president and directors of such bank of such charge upon such stock, the president and directors shall thereafter withhold the amount so stated from any future dividends upon such stock, and shall pay the same to the collector of the town duly authorized to receive the same.

§ 76. Any person whose lands are included in any such account may pay the tax assessed thereon to the county treasurer, at any time before the board of supervisors shall have directed the same to be levied.

§ 77. The same proceedings in all respects shall be had for the collection of the amount so directed to be raised by the board of supervisors as are provided by law in relation to the county taxes; and, upon a similar account, as in the case of county taxes of the arrears thereof uncollected, being transmitted by the county treasurer to the comptroller, the same shall be paid on his warrant to the treasurer of the county advancing the same; and the amount so assumed by the state shall be collected for its benefit, in the manner prescribed by law in respect to the arrears of county taxes upon land of non-residents; or if any part of the amount so assumed consisted of a tax upon any incorporated company, the same proceedings may also be had for the collection thereof as provided by law in respect to the county taxes assessed upon such company.

§ 78. The warrant for the collection of a district tax shall be under the hands of the trustees, or a majority of them, with or without their seals; and it shall have the like force and effect as a warrant issued by a board of supervisors to a collector of taxes in the town; and the collector to whom it may be delivered for collection shall be thereby authorized and required to collect from every person in such tax-list named the sum set opposite to his name, or the amount due from any person or persons specified therein, in the same manner that collectors are authorized to collect town and county taxes.

§ 79. A warrant for the collection of a tax voted by the district shall not be delivered to the collector until the thirty-first day after the tax was voted. A warrant for the collection of any tax not so voted may be delivered to the collector whenever the same is completed.

§ 80. Within such time, not less than ten days, as the trustees shall allow him for the purpose, the collector, before receiving the first warrant for the collection of money, shall execute a bond to the trustees, with one or more sureties, to be approved by a majority of the trustees, in such amount as the district meeting shall have fixed, or if such meeting shall not have fixed the amount, then in such amount as the trustees shall deem reasonable, conditioned for the due and faithful execution of the duties of his office. The trustees, upon receiving said bond, shall, if they approve thereof, indorse their approval thereon, and forthwith deliver the same to the town clerk of the town in which said collector resides, and said clerk shall file the same in his office, and enter in a book to be kept by him for that purpose, a memorandum, showing the date of said bond, the names of the parties and sureties thereto, the amount of the penalty thereof, and the date and time of filing the same, and said town clerk is authorized to receive as a fee for such filing and memorandum the sum of twenty-five cents, which sum is hereby made a charge against the school district interested in said bond; and in case the trustees of any school district, other than those within the limits of any city or incorporated village, shall deem it for the best interests of the district or the public to have the collector of such district disburse to teachers the money apportioned by the state for teachers' wages, they shall so direct, by resolution to be entered upon the minutes of their proceedings, and thereupon the said collector, before receiving any such money for such purpose, shall execute a bond to the trustees, with two or more sureties, in double the amount of the last apportionment, with like condition of sureties, approval of trustees, and amount and like directions as to filing as are required above for a bond for the collection of taxes, and conditioned also for the due and faithful execution of the duties of his office as such disbursing

agent. In districts in which a treasurer shall be elected as hereinbefore provided in this title, the collector shall not receive or disburse any of the money apportioned by the state for teachers' wages, but the same shall be paid by the supervisor to such treasurer as hereinbefore provided.

§ 81. The collector, on the receipt of a warrant for the collection of taxes, shall give notice to the taxpayers of the district by publicly posting written or printed, or partly written and partly printed notices in at least three public places in such district, one of which shall be on the outside of the front door of the school-house, stating that he has received such warrant and will receive all such taxes as may be voluntarily paid to him within two weeks from the time of posting said notice. Such collector shall also give a like notice, either personally or by mail, at least ten days previous to the expiration of the two weeks aforesaid, to the ticket agent at the nearest station of any railroad corporation assessed for taxes upon the tax list delivered to him with the aforesaid warrant, and where the amount of the tax is one dollar or more the collector shall also give a like notice to all non-resident taxpayers on said list whose residence or post-office address may be known to such collector, or which may be ascertained by him upon inquiry of the trustees and clerk of his district, and no school collector shall be entitled to recover from any railroad corporation or non-resident taxpayer more than one per cent fees on the taxes assessed against such corporation or non-resident, unless such notice shall have been given as aforesaid; and in case the whole amount of taxes shall not be so paid in the collector shall forthwith proceed to collect the same. He shall receive for his services, on all sums paid in as aforesaid, one per cent, and upon all sums collected by him, after the expiration of the time mentioned, five per cent, except as hereinbefore provided; and in case a levy and sale shall be necessarily made by such collector, he shall be entitled to traveling fees, at the rate of ten cents per mile, to be computed from the school-house in such district.

§ 82. Any collector to whom any tax-list and warrant may be delivered for collection may execute the same in any other district or town in the same county, or in any other county where the district is a joint district and composed of territory from adjoining counties, in the same manner and with the like authority as in the district in which the trustees issuing the said warrant may reside, and for the benefit of which said tax is intended to be collected; and the bail or sureties of any collector, given for the faithful performance of his official duties, are hereby declared and made liable for any moneys received or collected on any such tax-list and warrant.

§ 83. If the sum or sums of money, payable by any person or persons named in such tax-list, shall not be paid by him or them or collected by such warrant within the time therein limited, it shall and may be lawful for the trustees to renew such warrant in respect to such delinquent person or persons; and whenever more than one renewal of a warrant for the collection of any tax-list may become necessary in any district, the trustees may make such further renewal or renewals, with the written approval of the supervisor of any town in which a school-house of said district shall be located, to be indorsed upon such warrant.

§ 84. Whenever the trustees of any school district shall discover any error in a tax-list made out by them, they may, with the approval and consent of the superintendent of public instruction, after refunding any amount that may have been improperly collected on such tax-list, if the same shall be required by him, amend and correct such tax-list, as directed by the superintendent, in conformity to law.

§ 85. Whenever any sum or sums of money payable by any person or persons named in such tax-list, shall not be paid by such person or persons, or collected by such warrant within the time therein limited, or the time limited by any renewal of such warrant; or in case the property assessed be real estate belonging to an incorporated company, and no goods or chattels can be found whereon to levy the tax, the trustee or trustees may sue for and recover the same in their name of office.

§ 86. The collector shall keep in his possession all moneys received or collected by him by virtue of any warrant, or received by him from the county treasurer or board of supervisors for taxes returned as unpaid, or moneys apportioned by the state or raised by direct taxation for teachers' wages or library, to be by him paid out upon the written order of a majority of the trustees; said collector, when a treasurer shall have been elected in his district, shall pay over the moneys collected by him by virtue of his warrant, to said treasurer as hereinbefore provided in this title; and he shall report in writing, at the annual meeting, all his collections, receipts and disbursements, and shall report to the supervisor on or before the first Tuesday of March in each year the amounts of school moneys in his hands not paid out on trustees' orders, and shall pay over to his successor in office, when he has duly qualified and given bail, all moneys in his hands belonging to the district.

§ 87. If by the neglect of any collector any moneys shall be lost to any school district, which might have been collected within the time limited in the warrant delivered to him for their collection, he shall forfeit to such district the amount of the moneys thus lost, and shall account for and pay over the same to the trustees of such district, in the same manner as if they had been collected.

§ 88. For the recovery of all such forfeitures, and of all balances, in the hands of the collector, which he shall have neglected or refused to pay to his successor, or to the treasurer of such district, the trustees, in their name of office, shall have their remedy upon the official bond of the collector, or any action and any remedy given by law; and they shall apply all such moneys, when recovered, in the same manner as if paid without suit.

§ 89. Within fifteen days after any tax-list and warrant shall have been returned by a collector to the trustees of any school district, the trustees shall deliver the same to the town clerk of the town in which the collector resides, and said town clerk shall file the same in his office.

TITLE VIII.

Union Free Schools, how Established, who are Voters at Meetings and their Powers; Election and Terms of Office of Members of Board of Education, and Powers of such Board.

ARTICLE 1.

Of the proceedings for the establishment of union free schools, powers of voters at meetings; classification of terms of office and election of members of boards of education; certified copies of proceedings of meetings to be filed; board of education to elect a president and appoint a treasurer and collector.

Section 1. Whenever fifteen persons entitled to vote at any meeting of the inhabitants of any school district in the state, shall sign a call for a meeting, to be held for the purpose of determining whether a union free school shall be established therein in conformity with the provisions of this title, it shall be the duty of the trustees of such district, within ten days after such call shall have been presented to them, to give public notice that a meeting of the inhabitants of such district, entitled to vote thereat, will be held for such purpose as aforesaid, at the school-house, or other more suitable place, in such district, on a day and at an hour in such notice to be specified, not less than twenty nor more than thirty days after the publication of such notice. If the trustees shall refuse to give such notice, or shall neglect to give the same for twenty days, the superintendent of public instruction may authorize and direct any inhabitant of said district to give the same. The qualifications of the inhabitants, entitled to vote at such meeting, shall be sufficiently set forth in the notice aforesaid.

§ 2. Whenever such district shall correspond wholly or in part with an incorporated village, in which there shall be published a daily or weekly newspaper, the notice aforesaid shall be given by posting at least five copies thereof, severally, in various conspicuous places in said district, at least twenty days prior to such meeting, and by causing the same to be published once a week for three consecutive weeks before such meeting, in all the newspapers published in said district. In other districts the said

notice shall be given by posting the same as aforesaid, and in addition thereto, the trustees of such district shall authorize and require any taxable inhabitant of the same, to notify every other inhabitant (qualified to vote as aforesaid), of such meeting, to be called as aforesaid, who shall give such notification by reading said notice in his or her hearing, or in case of his or her absence from home, by leaving a copy thereof, or so much thereof as relates to the time, place and object of the meeting, at the place of his or her abode at least twenty days prior to the time of such meeting; but the proceedings of any meeting held pursuant to sections one and two of this title, shall not be held illegal for want of a due notice to all the persons qualified to vote thereat; unless it shall appear that the omission to give such notice was willful and fraudulent.

§ 3. The reasonable expense of such notices, and of their publication and service, shall be chargeable upon the district, in case a union free school is established by the meeting so convened, to be levied and collected by the trustees, as in case of taxes now levied for school purposes; but in the event that such union free school shall not be established, then the said expense shall be chargeable upon the inhabitants signing the call, jointly and severally, to be sued for, if necessary, in any court having jurisdiction of the same.

§ 4. Whenever fifteen persons, entitled as aforesaid, from each of two or more adjoining districts, shall unite in a call for a meeting of the inhabitants of such districts, to determine whether such districts shall be consolidated by the establishment of a union free school therefor and therein, it shall be the duty of the trustees of such districts, or a majority of them, to give like public notice of such meeting, at some convenient place within such districts and as central as may be, within the time, and to be published and served in the manner set forth in the first and second sections of this title, in each of such districts. The reasonable expenses of preparing, publishing and serving such notices shall be chargeable upon the union free school district, and be collected by tax, if a union free school shall be established pursuant to such call, but otherwise the signers of the call shall be jointly and

severally liable for such expenses. The superintendent of public instruction may order such meeting under the conditions and in the manner prescribed in the first section of this title.

§ 5. Any such meeting held pursuant to the foregoing provisions shall be organized by the election of a chairman and secretary, and may be adjourned from time to time, by a majority vote, provided that such adjournment shall not be for a longer period than ten days; and whenever at any such meeting duly called and held under the provisions of sections one and two of this title at least fifteen qualified voters of the district shall be present, or at such meeting duly called and held under the provisions of section four of this title, at least fifteen qualified voters of each of the two or more adjoining districts joining in the call, shall be present, such meeting may, by the affirmative vote of a majority present and voting, adopt a resolution to establish a union free school in said district, or to consolidate the two or more adjoining districts by establishing a union free school in said districts pursuant to the notice of said meeting. If said meeting shall determine to establish a union free school in said district or districts as aforesaid, it shall be lawful for such meeting thereafter to proceed to the election by ballot, of not less than three nor more than nine trustees, who shall, by the order of such meeting, be divided into three several classes, the first to hold until one, the second until two, and the third until three years from the first Tuesday of August next following, except as in the next section provided. Thereafter there shall be elected in all union free school districts whose limits do not correspond with those of an incorporated village or city, at the annual meeting of said districts, trustees of said districts, to supply the places of those whose terms of office, by the classification aforesaid, are about to expire. The trustees, so as aforesaid elected, shall enter at once upon their offices, and the office of any existing trustee or trustees in such district or districts, before the establishment of a union free school therein, shall cease, except for the purposes stated in section twelve of title six of this act. Neither a school commissioner nor a supervisor is eligible to be a member of any board of

education, and the acceptance of either of said offices by a member of said board vacates his office as such member. The said trustees and their successors in office shall constitute the board of education of and for the union free school district for which they are elected, and the designation of such district as union free school district number of the town of shall be made by the school commissioner having jurisdiction of the district; and the said board shall have the name and style of the board of education of (adding the designation aforesaid); copies of said call, minutes of said meeting or meetings, duly certified by the chairman and secretary thereof, shall be by them, or either of them, transmitted and deposited, one to and with the town clerk, one to and with the school commissioner in whose jurisdiction said districts are located, and one to and with the superintendent of public instruction; but when at any such meeting, the question as to the establishment of a union free school shall not be decided in the affirmative, as aforesaid, then all further proceedings at such meeting, except a motion to reconsider or adjourn, shall be dispensed with, and no such meeting shall be again called within one year thereafter. And when any such meeting shall have established a union free school in said district or districts, such union free school district shall not be dissolved within the period of one year from the first Tuesday of August next after such meeting.

§ 6. Whenever said board of education shall be constituted for any district or districts whose limits correspond with those of any incorporated village or city, the trustees so elected shall, by the order of such meeting, be divided into three several classes: The first class to serve until one; the second, until two; and the third, until three years after the day of the next charter election in such village or city, and their regular term of service shall be computed from the several days of such charter elections. And thereafter, there shall be annually elected in such villages and cities, at the charter elections, by separate ballot, to be indorsed "school trustee," in the same manner as the charter officers thereof, trustees of the said union free schools, to supply the places of those whose terms by the classification aforesaid are about to expire.

§ 7. The said boards of education are hereby severally created bodies corporate, and each shall, at its first meeting, and at each annual meeting thereafter, elect one of their number president. In every union free school district other than such whose limits correspond with those of an incorporated city or village, the qualified voters of such district, at each annual meeting shall elect a clerk of said district, who shall also act as clerk of the board of education of such district. Such clerk shall be elected by ballot, and must receive a majority of the votes of the qualified voters of the district present and voting. Such clerk must be a qualified voter in said district, and a person other than a trustee, or a teacher employed in said district. He shall perform all the clerical and other duties pertaining to his office, and for his services he shall be entitled to receive such compensation as shall be fixed at such meeting. In case no provision is made at an annual meeting of the inhabitants for the election of a clerk, then and in that case the board of education shall appoint one of their own number to act as clerk. Said board of education shall have power to appoint one of the taxable inhabitants of their district treasurer, and another collector of the moneys to be raised within the same for school purposes, who shall severally hold such appointments during the pleasure of the board. Such treasurer and collector shall each, and within ten days after notice in writing of his appointment, duly served upon him, and before entering upon the duties of his office, execute and deliver to the said board of education a bond, with such sufficient penalty and sureties as the board may require, conditioned for the faithful discharge of the duties of his office. And in case such bond shall not be given within the time specified, such office shall thereby become vacant, and said board shall thereupon, by appointment, supply such vacancy.

ARTICLE 2.

Of the qualifications of voters in union free school districts, and of meetings of such voters and their powers.

§ 8. Every person of full age, residing in any union free school district, and who has resided therein for a period of thirty days next preceding any annual or special meeting held therein,

and a citizen of the United States, who owns, or hires, or is in the possession under a contract of purchase, of real property in such school district liable to taxation for school purposes; and every such resident of such district who is a citizen of the United States of twenty-one years of age, or the parent of a child or children of school age, some one or more of whom shall have attended the district school in said district for a period of at least eight weeks within one year preceding such school meeting; and every such person not being the parent, who shall have permanently residing with him or her a child or children of school age, some one or more of whom shall have attended the district school in said district for a period of at least eight weeks within one year preceding such school meeting; and every such resident and citizen as aforesaid, who owns any personal property assessed on the last preceding assessment-roll of the town, exceeding fifty dollars in value exclusive of such as is exempt from execution, and no other, shall be entitled to vote at any school meeting held in said district, under and pursuant to the provisions of this title. No person shall be deemed to be ineligible to vote at any such school district meeting by reason of sex, who has one or more of the qualifications required by this section. No person shall be eligible to hold any school district office in any union free school district unless he or she is a qualified voter in such district, and is able to read and write.

§ 9. The corporate authorities of any incorporated village or city, in which any such union free school shall be established, shall have power, and it shall be their duty, to raise, from time to time, by tax, to be levied upon all the real and personal property in said city or village, as by law provided for the defraying of the expenses of its municipal government, such sum or sums as the board of education established therein shall declare necessary for teachers' wages and the ordinary contingent expenses of supporting the schools of said district. The sums so declared necessary shall be set forth in a detailed statement in writing, addressed to the corporate authorities by the board of education, giving the various purposes of anticipated expenditure, and the amount necessary for each; and the said corporate authorities

shall have no power to withhold the sums so declared to be necessary; and such corporate authorities as aforesaid shall have power, and it shall be their duty to raise, from time to time, by tax as aforesaid, any such further sum or sums to be set forth in a detailed statement in writing, addressed to the corporate authorities by the board of education, giving the various purposes of the proposed expenditure, and the amount necessary for each which may have been or which may hereafter be authorized by a majority of the voters of such union free school district present and voting at any special district meeting duly convened, for making additions, alterations, or improvements to or on the sites or structures belonging to the district, or for the purchase of other sites or structures, or for a change of sites, or for the erection of new buildings, or for buying apparatus or fixtures, or for such other purpose relating to the support and welfare of the school as they may, by resolution, approve; and they may direct the moneys so voted to be levied in one sum, or by installments, but no addition to or change of site or purchase of a new site or tax for the purchase of any new site or structure, or for the purchase of an addition to the site of any school-house, or for building any new school-house, or for the erection of an addition to any school-house already built, shall be voted at any such meeting unless a notice by the board of education stating that such tax will be proposed, and specifying the amount and object thereof shall have been published once in each week for the four weeks next preceding such district meeting, in two newspapers, if there shall be two, or in one newspaper if there shall be but one, published in such district. But if no newspaper shall then be published therein, the said notice shall be posted up in at least twenty of the most public places in said district twenty days before the time of such meeting. No vote to raise money shall be rescinded, nor the amount thereof be reduced at any subsequent meeting, unless the same be done within ten days after the same shall have been first voted. For the purpose of giving effect to these provisions, the corporate authorities are hereby authorized, whenever a tax shall have been voted to be collected in installments for the purpose of building a new school-

house, or building an addition to a school-house, or making additions, alterations or improvements to buildings or structures belonging to the district, or for the purchase of a new site, or for an addition to a site, to borrow so much of the sum voted as may be necessary, at a rate of interest not exceeding six per cent, and to issue bonds or other evidences of indebtedness therefor, which shall be a charge upon the district, and be paid at maturity, and which shall not be sold below par. Said bonds or other evidences of indebtedness shall be prepared by the board of education, signed by the president and secretary thereof, and delivered to the treasurer of the incorporated village or city, who shall countersign the same, and give due notice of the time and place of the sale of such bonds, at least ten days prior thereto, by publication twice in two newspapers, if there shall be two, or in one newspaper, if there shall be but one, published in such district. But if no newspaper shall then be published therein, the said notice shall be posted up in at least ten of the most public places in said district ten days before the day of sale. The proceeds of the sale of said bonds shall be paid into the treasury of said incorporated village or city, to the credit of the board of education of such district.

§ 10. A majority of the voters of any union free school district, other than those whose limits correspond with an incorporated city or village, present at any annual or special district meeting, duly convened, may authorize such acts and vote such taxes as they shall deem expedient for making additions, alterations or improvements to or in the sites or structures belonging to the district, or for the purchase of other sites or structures, or for a change of sites, or for the erection of new buildings, or for buying apparatus, or fixtures, or for paying the wages of teachers and the necessary expenses of the school, or for such other purpose relating to the support and welfare of the school as they may, by resolution, approve; the designation of a site or sites by the district meeting shall be by written resolution containing a description thereof by metes and bounds, and such resolution must receive a majority of the qualified voters present and voting at said meeting, to be ascertained by

taking and recording the ayes and noes. On all propositions arising at said meetings involving the expenditure of money, or authorizing the levy of a tax or taxes in one sum or by installments, the vote thereon shall be by ballot, or ascertained by taking and recording the ayes and noes of such qualified voters attending and voting at such meetings;; and they may direct the moneys so voted to be levied in one sum, or by installments, but no addition to or change of site or purchase of a new site or tax for the purchase of any new site or structure, or for the purchase of an addition to the site of any school-house, or for building any new school-house or for the erection of an addition to any school-house already built, shall be voted at any such meeting unless a notice by the board of education stating that such tax will be proposed, and specifying the amount and object thereof, shall have been published once in each week for the four weeks next preceding such district meeting, in two newspapers if there shall be two, or in one newspaper if there shall be but one, published in such district. But if no newspaper shall then be published therein, the said notice shall be posted up in at least twenty of the most public places in said district twenty days before the time of such meeting. And whenever a tax for any of the objects hereinbefore specified shall be legally voted the boards of education shall make out their tax-list, and attach their warrant thereto, in the manner provided in article seven of title seven of this act, for the collection of school district taxes, and shall cause such taxes or such installments to be collected at such times as they shall become due. No vote to raise money shall be rescinded, nor the amount thereof be reduced at any subsequent meeting, unless the same be done within ten days after the same shall have been first voted. For the purpose of giving effect to these provisions, trustees or boards of education are hereby authorized, whenever a tax shall have been voted to be collected in installments for the purpose of building a new school-house or building an addition to a school-house, or making additions, alterations or improvements to buildings or structures belonging to the district, or for the purchase of a new site or for an addition to

a site, to borrow so much of the sum voted as may be necessary at a rate of interest not exceeding six per cent, and to issue bonds or other evidences of indebtedness therefor, which shall be a charge upon the district, and be paid at maturity, and which shall not be sold below par; due notice of the time and place of the sale of such bonds shall be given by the board of education at least ten days prior thereto by publication twice in two newspapers, if there shall be two, or in one newspaper if there shall be but one published in such district. But if no newspaper shall then be published therein, the said notice shall be posted up in at least ten of the most public places in said district ten days before the day of sale.

§ 11. Any moneys required to pay teachers' wages in a union free school or in the academical department thereof, after the due application of the school moneys thereto, shall be raised by tax.

§ 12. Every union free school district shall, for all the purposes of the apportionment and distribution of school moneys, be regarded and recognized as a school district.

ARTICLE 3.

Of annual and special meetings, and of election of members of boards of education and clerks in districts where the number of children exceeds three hundred.

§ 13. 1. In union free school districts other than those whose limits correspond with those of any incorporated village or city, the annual school meeting shall be held on the first Tuesday of August. The boards of education shall have power to call special meetings of the inhabitants of their respective districts whenever they shall deem it necessary and proper, in the manner prescribed in section ten of this title, and shall in like manner give notice of the time and place of holding the annual school district meeting. The proceedings of any special meeting shall not be held to be illegal for want of a due notice to all persons qualified to vote thereat, unless it shall appear that the omission to give such notice was willful and fraudulent. The annual meeting of the board of education of every such union free

school district shall be held on the Tuesday next after the annual school district meeting therein.

2. In union free school districts whose limits correspond with those of any incorporated village or city, the boards of education shall have power to call special meetings of the inhabitants of their respective districts for the purposes mentioned in section nine of this title, in the manner prescribed in said section nine. The proceedings of any special meeting shall not be held to be illegal for want of due notice to all persons qualified to vote thereat unless it shall appear that the omission to give such notice was willful and fraudulent. The annual meeting of the board of education of every such union free school district shall be held on the Tuesday next after the canvass and declaration of the election of the members of said board at the annual charter election of the village or city.

§ 14. In union free school districts other than those whose limits correspond with those of an incorporated village or city, in which the number of children of school age exceeds three hundred, as shown by the last annual report of the board of education to the school commissioner, the qualified voters of any such district may by a vote of a majority of those present and voting, at any annual meeting, or at any duly called special meeting, to be ascertained by taking and recording the ayes and noes, determine that the election of the members of the board of education and clerk of said district, shall be held on the Wednesday next following the day designated by law for holding the annual meeting of said district. Until such determination shall be changed, such election shall be held on the Wednesday next following the day on which such annual meeting of such district shall be held, in each year, between the hours of twelve o'clock noon, and four o'clock in the afternoon at the principal school-house in the district, or at such other suitable place as the trustees may designate. When the place of holding such election is other than at the principal school-house, the trustees shall give notice thereof by the publication of such notice, at least one week before the time of holding such election, in some newspaper published in the district, or by posting

the same in three conspicuous places in the district. The trustees may, by resolution, extend the time of holding the election from four o'clock until sunset. The board of education, or such of them as may be present, shall act as inspectors of election. If a majority of such board shall not be present at the time of opening the polls, those members of the board in attendance may appoint any of the legal voters of the district present, to act as inspectors in place of the absent trustees; and if none of the board of education shall be present at the time of opening the polls, the legal voters present may choose three of their number to act as inspectors. The district clerk, or the clerk of the board of education, as the case may be, shall attend at the election and record in a book to be provided for that purpose, the name of each elector as he or she deposits his or her ballot. If such district clerk, or clerk of the board of education shall be absent, or shall be unable or refuse to act, the board of education or inspectors of election shall appoint some person who is a legal voter in the district to act in his place. Any clerk or acting clerk who shall neglect or refuse to record the name of a person whose ballot is received by the inspectors, shall be liable to a fine of twenty-five dollars, to be sued for by the supervisor of the town. If any person offering to vote at any such election shall be challenged as unqualified by any legal voter, the chairman of the inspectors shall require the person so offering to vote to make the following declaration: "I do declare and affirm that I am and have been for the thirty days last past an actual resident of this school district, and that I am legally qualified to vote at this election." And every person making such declaration shall be permitted to vote; but if any person shall refuse to make such declaration his or her ballot shall not be received by the inspectors. Any person who upon being so challenged shall willfully make a false declaration of his or her right to vote at such election, is guilty of a misdemeanor. Any person who shall vote at such election, not being duly qualified, shall, though not challenged, forfeit the sum of ten dollars, to be sued for by the supervisor of the town for the benefit of the school or schools of the district. The board of education shall, at

the expense of the district, provide a suitable box in which the ballots shall be deposited as they are received. Such ballots shall contain the names of the persons voted for, and shall designate the office for which each one is voted. The ballots may be either written or printed, or partly written and partly printed. The inspectors immediately after the close of the polls shall proceed to canvass the votes. They shall first count the ballots to determine if they tally with the number of names recorded by the clerk, and if they exceed that number, enough ballots shall be withdrawn to make them correspond. Such inspectors shall count the votes and announce the result. The person or persons having a majority of the votes respectively for the several offices shall be elected, and the clerk shall record the result of such ballot and election as announced by the inspectors. Whenever the time for holding such election as aforesaid shall pass without such election being held in any such district, a special election shall be called by the board of education, but if no such election be called by said board within twenty days after such time shall have passed, the school commissioner or the state superintendent of public instruction may order any inhabitant of said district to give notice of such election in the manner prescribed by section ten of this title; and the officers elected at such special election shall hold their respective offices only until the next annual election, and until their successors are elected and shall have qualified as in this act provided. All disputes concerning the validity of any such election, or of any votes cast thereat, or of any of the acts of the inspectors or clerks, shall be referred to the superintendent of public instruction, whose decision in the matter shall be final. Such superintendent may, in his discretion, order a new election in any district. The foregoing provisions shall not apply to union free school districts in cities nor to union free school districts whose boundaries correspond with those of an incorporated village, nor to any school district organized under a special act of the legislature, in which the time, manner and form of the election of district officers shall be different from that prescribed for the election of officers in union free school districts, organized under the general law, nor

to any of the union free school districts in the counties of Richmond, Suffolk, Chenango, Westchester, Warren, Erie and St. Lawrence.

ARTICLE 4.

Of the powers and duties of boards of education.

§ 15. The said board of education of every union free school district shall severally have power, and it shall be their duty:

1. To adopt such by-laws and rules for its government as shall seem proper in the discharge of the duties required under the provisions of this act.

2. To establish such rules and regulations concerning the order and discipline of the school or schools, in the several departments thereof, as they may deem necessary to secure the best educational results.

3. To prescribe the course of study by which the pupils of the school or schools shall be graded and classified, and to regulate the admission of pupils and their transfer from one class or department to another, as their scholarship shall warrant.

4. To prescribe the text-books to be used in the schools, and to compel a uniformity in the use of the same, pursuant to the provisions of this act, and to furnish the same to pupils out of any moneys provided for that purpose.

5. To make provision for the instruction of pupils in physiology and hygiene with special reference to the effect of alcoholic drinks, stimulants and narcotics upon the human system.

6. To purchase a site or sites, or an addition to a site or sites, for a school-house or school-houses for the district, as designated by a meeting of the district; and to construct such school-house or houses, and additions thereto as may be so designated; to purchase furniture and apparatus for such school-house or houses; to keep such school-house or houses and the furniture and apparatus therein in repair; to hire any room or rooms in which to maintain and conduct schools when the rooms in the school-house or houses are overcrowded, or when such school-house or houses are destroyed, injured or damaged by the elements, and to fit up and furnish such room or rooms in a suitable manner for conducting a school or schools therein; to insure the school-house or houses

and their furniture, apparatus and appendages, and the school library, in some company or companies created by or under the laws of this state, and to comply with the conditions of the policy, and raise the sums paid for premiums by district tax. No school-house shall be built in any union free school district until the plan for the ventilation and heating and lighting of such school-house shall be approved in writing by the school commissioner of the commissioner district in which such school-house is to be built.

7. To take charge and possession of the school-houses, sites, lots, furniture, books, apparatus, and all school property within their respective districts; and the title of the same shall be vested respectively in said board of education, and the same shall not be subject to taxation for any purpose.

8. To sell, when thereto authorized by a vote of the qualified voters of the school district, any former school site or lot, or any real estate the title to which is vested in the board, and the buildings thereon, and appurtenances or any part thereof, at such price and upon such terms as said voters shall prescribe, and to convey the same by deed to be executed by the board or a majority of the members thereof. All moneys arising from any such sale shall be used and applied for the benefit of the school district, as the voters thereof shall by resolution direct. Also to exchange real estate belonging to the district for the purpose of improving or changing school-house sites.

9. To take and hold for the use of the said schools or of any department of the same, any real estate transferred to it by gift, grant, bequest or devise, or any gift, legacy or annuity, of whatever kind, given or bequeathed to the said board, and apply the same, or the interest or proceeds thereof, according to the instructions of the donor or testator.

10. To have, in all respects, the superintendence, management and control of said union free schools, and to establish in the same an academical department, whenever in their judgment the same is warranted by the demand for such instruction; to receive into said union free schools any pupils residing out of said district, and to regulate and establish the tuition fees of such non-

resident pupils in the several departments of said schools; provided, that if such non-resident pupils, their parents or guardians, shall be liable to be taxed for the support of said schools in the districts, or either of them, on account of owning property therein, the amount of any such tax paid by a non-resident pupil, his parent or guardian, shall be deducted from the charge for tuition; to provide fuel, furniture, apparatus and other necessities for the use of said schools, and to appoint such librarians as they may from time to time deem necessary.

11. To contract with and employ such persons as by the provisions of this act are qualified teachers in the several departments of instruction in said school, and at the time of such employment shall make and deliver to each teacher, or cause to be made and delivered, a memorandum in writing, signed by the members of said board, or by some person duly authorized by said board to represent them in the premises, in which the details of the agreement between the parties, and particularly the length of the term of employment, the amount of compensation and the time or times when such compensation shall be due and payable shall be clearly and definitely set forth. The pay of any teacher employed in the public schools of this state shall be due and payable at least as often as at the end of each calendar month of the term of employment. No person who is related by blood or marriage to any member of a board of education shall be employed as a teacher by such board, except upon the consent in writing of two-thirds of the members thereof, to be entered upon the proceedings of the board. No teacher shall be removed during a term of employment unless for neglect of duty, incapacity to teach, immoral conduct, or other sufficient cause. Also to pay the wages of such teacher out of the moneys appropriated for that purpose.

12. To fill any vacancy which may occur in said board by reason of the death, resignation, removal from office or from the school district, or refusal to serve, of any member or officer of said board; and the person so appointed in the place of any such member of the board shall hold his office until the next election of trustees, as by this act provided. In case of the failure of such

board to fill such vacancy, and in case no special election is ordered for filling the same for a period of thirty days, the same may be filled by the school commissioner having jurisdiction. The superintendent of public instruction may order a special election to be held in any district for the purpose of filling such vacancy, and when such special election is ordered the vacancy shall not be filled otherwise.

13. To remove any member of their board for official misconduct. But a written copy of all charges made of such misconduct shall be served upon him at least ten days before the time appointed for a hearing of the same; and he shall be allowed a full and fair opportunity to refute such charges before removal.

14. To provide suitable and convenient water-closets or privies for each of the schools under their charge, at least two in number, which shall be entirely separated each from the other and having separate means of access, and the approaches thereto shall be separated by a substantial close fence not less than seven feet in height; to keep the same in a clean and wholesome condition, and a failure to comply with the foregoing provisions on the part of said board shall be sufficient grounds for removal from office, and for withholding from the district any share of the public moneys of the state. Any expense incurred by said board in carrying out the foregoing provisions shall be a charge upon the district; and a tax may be levied therefor without a vote of the district.

15. To cause proper stairways to be constructed and maintained on all school buildings under their charge which are more than two stories high, on the outside thereof, with suitable doorways leading thereto from each story above the first, for use in case of fire. The reasonable and proper cost thereof shall, in each case, be a legal charge upon the city, village or district, and shall be raised by tax as other moneys are raised for school purposes.

§ 16. The board of education shall possess all the powers and privileges, and be subject to all the duties in respect to the common schools, or the common school departments in any union free school in said

districts, which the trustees of common schools possess or are subject to under this act, not specially provided for in this title, and not inconsistent with the provisions of this title; and to enjoy, whenever an academic department shall be by them established, all the immunities and privileges now enjoyed by the trustees of academies in this state.

* 17. In any incorporated village having a population of five thousand and upwards, or in any union free school district having a like population, which fact shall in either case be determined by the state superintendent of public instruction, as provided in section five of title two of this act, the board of education in any such village or union free school district may appoint a superintendent of schools. Such superintendent shall be under the direction of the board of education, which shall prescribe his powers and duties. He shall be paid a salary from the teachers' fund, to be fixed by the board of education, and he may be removed from office by a vote of the majority of all the members of such board. Whenever such superintendent shall be appointed, the said union free school district shall be entitled to the benefits of the provisions of section five of title two of this act.

§ 18. It shall be the duty of said board to keep an accurate record of all its proceedings in books provided for that purpose, which books shall be open for public inspection at all reasonable hours. It shall be the duty of said board to cause to be published once in each year, and twenty days next before the annual meeting of the district, in at least one public newspaper, printed in such district, a full and detailed account of all moneys received by the board or the treasurer of said district, for its account and use, and of all the money expended therefor, giving the items of expenditure in full; should there be no paper published in said district said board shall publish such account by notice to the taxpayers, by posting copies thereof in five public places in said district. No member of said board shall be personally interested in any contract made by said board. It shall be the duty of the board, at the annual meeting of the district, besides any other report or statement required by law, to present a detailed statement in writing of the amount of money which will be required

* So in the original.

for the ensuing year for school purposes, exclusive of the public moneys, specifying the several purposes for which it will be required, and the amount for each, but nothing in this section contained shall be construed to prevent the board from presenting such statement at any special meeting called for the purpose, nor from presenting a supplementary and amended statement or estimate at any time.

§ 19. After the presentation of such statement, the question shall be taken upon voting the necessary taxes to meet the estimated expenditures, and when demanded by any voter present, the question shall be taken upon each item separately, and the inhabitants may increase the amount of any estimated expenditures or reduce the same, except for teachers' wages, and the ordinary contingent expenses of the school or schools.

§ 20. If the inhabitants shall neglect or refuse to vote the sum or sums estimated necessary for teachers' wages, after applying thereto the public school moneys, and other moneys received or to be received for that purpose, or if they shall neglect or refuse to vote the sum or sums estimated necessary for ordinary contingent expenses, the board of education may levy a tax for the same, in like manner as if the same had been voted by the inhabitants.

§ 21. If any question shall arise as to what are ordinary contingent expenses the same may be referred to the superintendent of public instruction, by a statement in writing, signed by one or more of each of the opposing parties upon the question, and the decision of the superintendent shall be conclusive.

§ 22. It shall be the duty of each of the said boards of education, elected pursuant to the provisions of this title, to have a regular meeting at least once in each quarter, and at such meetings to appoint one or more committees, to visit every school or department under the supervision of said board, and such committees shall visit all said schools at least twice in each quarter, and report at the next regular meeting of the board on the condition thereof. The meetings of all such boards shall be open to the public, but said boards may hold executive sessions, at which sessions only the members of such boards or the persons invited, shall be present.

§ 23. It shall also be the duty of said boards, respectively, to have reference in all their expenditures and contracts to the amount of moneys which shall be appropriated, or subject to their order or drafts, during the current year, and not to exceed that amount. And said boards shall severally apply all the moneys apportioned to the common school districts under their charge, to the departments below the academical; and all moneys from the literature fund or otherwise, appropriated for the support of the academical department, to the latter departments.

§ 24. All moneys raised for the use of the union free schools in any city or incorporated village, or apportioned to the same from the income of the literature, common school or United States deposit funds, or otherwise, shall be paid into the treasury of such city or village to the credit of the board of education therein; and the funds so received into such treasury shall be kept separate and distinct from any other funds received into the said treasury. And the officer having the charge thereof shall give such additional security for the safe custody thereof as the corporate authorities of such city or village shall require. No money shall be drawn from such funds, credited to the several boards of education, unless in pursuance of a resolution or resolutions of said board, and on drafts drawn by the president and countersigned by the secretary or clerk, payable to the order of the person or persons entitled to receive such money, and stating on their face the purpose or service for which such moneys have been authorized to be paid by the said board of education.

§ 25. All moneys raised for the use of said union free schools, other than those whose limits correspond with those of any cities and incorporated villages, or apportioned from the income of the literature or common school or United States deposit funds, or otherwise, shall be paid to the respective treasurers of the said several boards of education entitled to receive the same, and be by them applied to the uses of said several boards, who shall annually render their accounts of all moneys received and expended by them for the use of said schools, with every voucher for the same, and certified copies of all orders of the said boards

touching the same, to the school commissioner of the district in which the principal school-house of the district is located. No money shall be drawn from such funds in possession of such treasurer, unless in pursuance of a resolution or resolutions of said board, and on drafts drawn by the president and countersigned by the clerk, or secretary, payable to the order of the person or persons entitled to receive such money, and stating on their face the purpose or service for which said moneys have been authorized to be paid by the said board of education.

§ 26. Every academic department, established as aforesaid, shall be under the visitation of the regents of the university, and shall be subject, in its course of education and matters pertaining thereto (but not in reference to the buildings in which the same is conducted), to all the regulations made in regard to academies by the said regents. In such departments the qualifications for the entrance of any pupil shall be as high as those established by the said regents for participation in the literature fund of any academy of the state under their supervision.

§ 27. Whenever a union free school shall be established under the provisions of this title, and there shall exist within its district an academy, the board of education, if thereto authorized by a vote of the voters of the district, may adopt such academy as the academic department of the district, with the consent of the trustees of the academy, and thereupon the trustees, by a resolution to be attested by the signatures of the officers of the board and filed in the office of the clerk of the county, shall declare their offices vacant, and thereafter the said academy shall be the academic department of such union free school. The board of education when thereto authorized by a vote of the qualified voters of the district may lease said academy and site, and maintain the academic department of such union free school therein and thereon.

§ 28. Every union free school district, in all its departments, shall be subject to the visitation of the superintendent of public instruction. He is charged with the general supervision of its

board of education and their management and conduct of all its departments of instruction. And every board of education shall annually, on the first day of August, in each year, make to the commissioner having jurisdiction, and deposit in the town clerk's office, a report for the school year ending July thirty-first preceding, of all matters concerning which trustees of a school district are required to report, under this act, and concerning all such other matters as the superintendent shall, from time to time, require; and shall also whenever thereto required by the superintendent of public instruction, report fully to him upon any particular matter; and such report shall be in such form, and so authenticated, as the superintendent shall, from time to time, require.

§ 29. For cause shown, and after giving notice of the charge and opportunity of defense, the superintendent of public instruction may remove any member of a board of education. Willful disobedience of any lawful requirement of the superintendent, or a want of due diligence in obeying such requirement or willful violation or neglect of duty is cause for removal.

ARTICLE 5.

Of the alteration of union free school districts, the increase or diminution of number of members of boards of education, and of dissolution of union free school districts.

§ 30. Whenever one or more common school districts shall adjoin any union free school district whose limits do not correspond with those of an incorporated village or city, upon the written consent of the trustees of all the districts to be affected, the school commissioner having jurisdiction may dissolve such common school district or districts and annex the territory of such district or districts so dissolved to such union free school district, and the school commissioner having jurisdiction may alter any union free school district whose limits do not correspond with those of any incorporated village or city, in the manner provided by title six of this act, but no such district shall be altered or divided upon which there is an outstanding bonded indebtedness.

§ 31. At any annual meeting held in any union free school dis-

district whose limits do not correspond with those of any incorporated village or city, the qualified voters may determine by a majority vote of such voters present and voting, to be ascertained by taking and recording the ayes and noes, to increase or diminish the number of members of the board of education of such district. If such board shall consist of less than nine members, and such meeting shall determine to increase the number, such meeting shall elect such additional number so determined upon, and shall divide such number into three several classes, the first to hold office one year, the second two years and the third three years. If such meeting shall determine to diminish the number of such members composing said board, no election shall be held in such district to fill the vacancies of the outgoing member or members thereof, until the number of members shall correspond to the number which such meeting shall determine to compose such board. No board of education of such district shall consist of less than three nor more than nine members.

§ 32. In any union free school district established under the laws of this state, and which shall have been established for the period of one year or more, it shall be the duty of the board of education, upon the application of fifteen resident taxpayers of such district, to call a special meeting in the manner prescribed by law, for the purpose of determining whether application shall be made in the manner hereinafter provided, for the dissolution of such union free school district, and for its reorganization as a common school district or districts.

§ 33. Whenever, at any such meeting called and held as aforesaid, it shall be determined by a majority vote of the legal voters present and voting, to be ascertained by taking and recording the ayes and noes, not to dissolve such union free school district, no other meeting for a similar purpose shall be held in said district within three years from the time the first meeting was held, and whenever at any such meeting called and held as aforesaid it shall be determined by a two-thirds vote of the legal voters present and voting, to be ascertained by taking and recording the ayes and noes, to dissolve such union free school district, it shall be the duty of the board of education to present to the school commissioner of the commissioner district in which said union free

school is situated, a certified copy of the call, notice and proceedings. If such school commissioner shall approve the proceedings of said meeting, he shall certify the same to the board of education. Such approval shall not take effect until the day preceding the first Tuesday of August next succeeding; but after that date such district shall cease to be a union free school district.

§ 34. If any union free school district dissolved under the foregoing provisions shall have been established by the consolidation of two or more districts, it shall be lawful for such school commissioner to order that its territory be divided into two or more districts, to correspond, so far as practicable, with the districts theretofore consolidated.

§ 35. If there shall be, in such dissolved union free school district, an academy which shall have been adopted as the academic department of the union free school, under the provisions of title nine, chapter five hundred and fifty-five of the laws of eighteen hundred and sixty-four, and any amendment thereof, or under this act shall, upon the application of a majority of the surviving resident former trustees or stockholders, be transferred by the board of education to said former trustees or stockholders.

§ 36. Such school commissioner may make his approval of the proceeding of any such meeting held as aforesaid conditional upon the payment, by the district which has been most greatly benefited by the consolidation in the way of buildings and other improvements to the other district or districts into which the said union free school district is divided, of such sum or sums of money as they may deem equitable.

§ 37. All moneys remaining in the hands of the treasurer of the union free school district when the order of dissolution shall take effect shall be apportioned equitably among the several districts into which such union free school district is divided, and shall be paid over to the collectors or treasurers of such districts when they shall have been elected and have qualified according to law.

§ 38. The district or districts formed by the dissolution of such union free school district shall hold its or their annual meeting

or meetings on the first Tuesday of August, next after the dissolution of such union free school district, and shall elect officers as now required by law.

§ 39. If such school commissioner shall not approve the proceedings of any such meeting, held as aforesaid, for the purpose of dissolving a union free school district, no other meeting shall be held in such district, for a similar purpose, within three years from the time the first meeting was held.

§ 40. Whenever the proceedings of a meeting, held as aforesaid, for the purpose of dissolving a union free school district, shall have been approved by such school commissioner and shall have been certified by him to the board of education, it shall be the duty of the board of education of the district affected forthwith to notify the superintendent of public instruction, and to furnish him copies of the call, notice, proceedings of the meeting, and the action taken by such school commissioner thereon.

§ 41. Any person or persons conceiving himself or themselves aggrieved by the action, proceedings or decision of any special meeting held under the provisions of this article, or by the order, decision, action or proceedings of any school commissioner under or pursuant to the provisions of this article, may appeal therefrom to the superintendent of public instruction, who is hereby authorized and required to examine and decide the same; and his decision shall be final and conclusive.

§ 42. The provisions of this title shall apply to all union free schools heretofore organized pursuant to the provisions of chapter four hundred and thirty-three of the laws of eighteen hundred and fifty-three, and the amendments thereof, and of chapter five hundred and fifty-five of the laws of eighteen hundred and sixty-four, and the amendments thereof; and sections nine and ten of this title, are made applicable to all school districts established by and organized under special statutes, except those of cities; and all acts or parts of acts inconsistent with and repugnant to said sections nine and ten of this title are hereby repealed. So much of section seven of this title as relates to the election of a clerk shall not affect the towns of Cortlandt and White Plains in Westchester county.

TITLE IX.

Acquisition of School-house Sites.

Section 1. Land for the site of a school-house in any school district, or additional land adjoining to and for the enlargement of an established site in any school district, not exceeding one acre, may be acquired in cases where the owner or owners thereof, or some of them, shall not consent to sell the same for such purpose, or the trustee, trustees or board of education of the district can not agree with such owner or owners or some of them, upon the price or value thereof, as real property for public use is taken under and pursuant to the laws of the state. The trustee or trustees or board of education of any such school district is or are hereby authorized and empowered to institute, carry on and complete the proceedings necessary for acquiring said land, and the title thereto, for and on behalf of such district. The method of procedure to acquire such land shall be that prescribed for the condemnation of real property for public use in title one of chapter twenty-three of the Code of Civil Procedure, and any amendments thereof, entitled "Proceedings for the condemnation of real property," and known as the "Condemnation Law."

§ 2. The provisions of the foregoing section shall not apply to cities of more than thirty thousand inhabitants nor shall it be lawful under said section to acquire title to less than the whole of any city or village lot, with the erections thereon, if any, nor to any premises occupied as a homestead by the owner or owners thereof, without the consent of such owner or owners; nor beyond the corporate limits of cities, to any garden or orchard, or any part thereof, nor to any part of any yard or inclosure necessary to the use and enjoyment of buildings, or any fixtures or erections for the purposes of trade or manufactures, without the consent of the owner or owners thereof.

§ 3. Boards of education in cities of not more than thirty thousand inhabitants are hereby clothed with all the powers of trustees and the title to any and all lands acquired in any city under the provisions of section one of this title, shall vest in the board

of education thereof, or such other corporate body as is by law vested with the title to the school lands in such city. But nothing herein contained shall be construed to limit or circumscribe the powers and duties heretofore lodged in such board of education by law. .

§ 4. The provisions of section one of this title shall be extended and apply to the city of Brooklyn, and the board of education of that city is hereby clothed with all the powers of trustees under the provisions of this title, and the title to any and all lands acquired in said city under the provisions of this act shall vest in the board of education thereof. The proceedings mentioned in section one of this title may be authorized by a vote of said board of education and the petition may be signed by the officers of said board.

§ 5. The provisions of section one of this title shall apply to union free school districts and to districts organized under special laws; and the trustee or trustees of such districts, and the boards of education organized under special laws shall be and are hereby clothed with all the powers vested in trustees in this title.

TITLE X.

Teachers' Institutes.

Section 1. It shall be the duty of the superintendent of public instruction to appoint a teachers' institute once in each year in each school commissioner district of the state, for the benefit and instruction of the teachers in the public schools, and of such as intend to become teachers, with special reference to the presentation of subjects relating to the principles of education and methods of instruction in the various branches of study pursued in the schools. After consultation with the school commissioners, the said superintendent shall have power to determine the duration of each institute and to designate the time and place of holding the same. He shall also have power to employ suitable persons, at a reasonable compensation, to supervise and conduct the institutes, and, in his discretion, to provide for such additional instruction as he may deem advisable and for the best interests of the schools. He may also, in his discretion, appoint

an institute for two or more commissioner districts. He shall establish such regulations for the government of institutes as he may deem best; and he may establish regulations in regard to certificates of qualification or recommendation which may be issued by school commissioners as will, in his judgment, furnish incentives and encouragement to teachers to attend the institutes. So far as consistent with other duties imposed upon him, the superintendent shall visit the institutes, or cause them to be visited by representatives of the department of public instruction, for the purpose of examining into the course and character of instruction given, and of rendering such assistance as he may find expedient.

§ 2. It shall be the duty of every school commissioner, subject always to the advice and direction of the superintendent of public instruction, and in such form and manner as may be deemed most effectual, to notify all teachers, trustees, boards of education and others known to him, who may desire to become teachers under his jurisdiction, of the time when and the place where the institute will be held. The school commissioner shall make all necessary arrangements for holding the institute when appointed; see that a suitable room is provided; attend to all necessary details connected therewith; assist the conductor in organization; keep a record of all teachers in attendance; and notify the trustees of the number of days attended by the teachers of the various districts, which shall be the basis of pay to such teacher for attendance as hereafter provided. He shall also transmit to the superintendent of public instruction at the close of each institute, in such form, and within such time as the superintendent shall prescribe, a full report of the institute, including a list of all teachers in attendance, the number of days attended by each teacher, with such other statistical information as may be required. He shall present a full statement of all expenses incurred by him in carrying on the institute, with vouchers for all expenditures made, accompanying the same by an affidavit of the correctness of statements made and of accounts presented.

§ 3. The school commissioner shall have the right to hold an institute when appointed in any school building in any district under such commissioner's jurisdiction which receives public money from the state, without expense therefor to the state beyond a reasonable allowance to said district for lighting, heating and janitor service, provided always that due and proper care shall be maintained, and the school building left in the like condition as found as regards cleanliness and neatness.

§ 4. All schools in school districts and parts of school districts within any school commissioner district wherein an institute is held, not included within the boundaries of an incorporated city, or certain union free school districts hereinafter mentioned, shall be closed during the time such institute shall be in session. The closing of a school within the school commissioner district wherein an institute shall be held, at which a teacher has attended, shall not work a forfeiture of the contract under which such teacher was employed. In union free school districts having a population of more than five thousand, and employing a superintendent whose time is exclusively devoted to the supervision of the schools therein, the schools may be closed or not, at the option of the boards of education in such districts. The trustees of every school district are hereby directed to give the teacher or teachers employed by them, the whole of the time spent by them in attending at an institute or institutes held as hereinbefore stated, without deducting anything from the wages of such teacher or teachers for the time so spent. All teachers under a contract to teach in any school commissioner district shall attend such institute so held for that district, and shall receive wages for such attendance.

§ 5. In the apportionment of public school money, the schools thus closing in any school term shall be allowed the same average pupil attendance during such time, as was the average weekly aggregate during the week previous to such institute, and any school continuing its sessions in violation of the above provision shall not be allowed any public money based upon the aggregate attendance for the period during which the institute was held. Trustees and boards of education in such school districts and

parts of school districts shall report, in their annual reports to the school commissioners, the number of days and the dates thereof on which a teachers' institute was held in their districts during the school year, and whether schools under their charge were or were not closed during such days; and whenever the trustees' report shows a district school has been supported for the full time required by law, including the time spent by the teacher or teachers in their employ in attendance upon such institute, and that the trustees have given the teacher or teachers the time of such absence, and have not deducted anything from his or their wages on account thereof, the superintendent of public instruction may include the district in his apportionment of the state school moneys, and direct that it be included by the school commissioner or commissioners in their apportionment of school moneys; provided, always, that such school district be in all other respects entitled to be included in such apportionment.

§ 6. Willful failure on the part of a teacher to attend a teachers' institute as required, shall be considered sufficient cause for the revocation of such teacher's license, and a willful failure on the part of trustees to close their schools during the holding of an institute as required, shall be considered sufficient cause for withholding the public moneys to which such districts would otherwise be entitled. Any person under contract to teach, for the term in which an institute is held, in a school in any commissioner district is required to attend an institute, if held for that district, even though at the time the school is not in session, and shall be entitled to receive wages for such attendance.

§ 7. The treasurer shall pay, on the warrant of the comptroller, to the order of any one or more of the school commissioners, such sum or sums of money as the superintendent of public instruction shall certify to be due to them for expenses in holding a teachers' institute; and, upon the like warrant and certificate to pay to the order of any persons employed by the superintendent as additional instructors to conduct, instruct, teach or supervise any such teachers' institute.

§ 8. There shall be annually appropriated out of the free school fund the sum of thirty thousand dollars for the maintenance of teachers' institutes.

TITLE XI.

Teachers' Training Classes.

Section 1. There shall be annually appropriated out of the income of the United States deposit fund, not otherwise appropriated, the sum of thirty thousand dollars and out of the free school fund the sum of thirty thousand dollars for the instruction of competent persons in academies and union schools, in the science and practice of common school teaching, under a course to be prescribed by the superintendent of public instruction.

§ 2. The superintendent of public instruction shall designate the academies and union schools in which such instruction shall be given, distributing them among the school commissioner districts of the state, as nearly as may well be, having reference to the number of school districts in each, to location and to the character of the institutions selected.

§ 3. Every academy and union school so designated shall instruct a class of not less than ten nor more than twenty-five scholars, and every scholar admitted to such class shall continue under instruction not less than sixteen weeks. Whenever it shall be shown to the satisfaction of the superintendent of public instruction that any pupil attending such class or classes, has been prevented from attending the same for the full term of sixteen weeks, or has attended the first full term, but not the full time in the second term, during any one year; or that for any reason satisfactory to such superintendent, said class or classes have not been held for the full term of sixteen weeks, such superintendent may excuse such default and allow to the trustees of the academy or union free school in which said class or classes shall have been instructed, pay for such scholar or scholars for the time actually spent in attendance, or during which said class or classes shall have been under instruction, at the rate of one dollar for each week's instruction, as provided in section five of this title. The superintendent shall prescribe the conditions of admission to the classes, the course of instruction and the rules

and regulations under which said instruction shall be given, and shall, in his discretion, determine the number of classes which may be formed in any one year, in an academy or union school, and the length of time exceeding sixteen weeks during which such instruction may be given.

§ 4. Instruction shall be free to all scholars admitted to such classes, and who have continued in them the length of time required by the third section of this title.

§ 5. The trustees of all academies and union schools in which such instruction shall be given shall be paid from the appropriations named in the first section of this title at the rate of one dollar for each week's instruction to each scholar who has attended for the term of time as required by section three of this title, on the certificate of the superintendent, to be furnished to the comptroller.

§ 6. The appropriation provided by this act, for the instruction in academies and union schools in the science and practice of common school teaching, shall be deemed to include, and shall include, the due inspection and supervision of such instruction by the superintendent of public instruction, and the expenses of such inspection and supervision shall be paid out of said appropriation on vouchers certified by the superintendent.

§ 7. Each class organized in any academy or union school under appointment by the superintendent for instruction in the science and practice of common school teaching, shall be subject to the visitation of the school commissioner of the district in which such academy or union school is situated; and it shall be the duty of said commissioner to advise and assist the principals of said academies or union schools in the organization and management of said classes, and at the close of the term of instruction of said classes, under the direction of the superintendent, to examine the students in such classes, and to issue teachers' certificates to such as show moral character, fitness and scholastic and professional qualifications, worthy thereof.

TITLE XII.

State Scholarships in Cornell University.

Section 1. The several departments of study in Cornell university shall be open to applicants for admission thereto at the lowest rates of expense consistent with its welfare and efficiency, and without distinction as to rank, class, previous occupation or locality. But, with a view to equalize its advantages to all parts of the state, the institution shall receive students to the number of one each year from each assembly district in this state, to be selected as hereinafter provided, and shall give them instruction in any or in all the prescribed branches of study in any department of said institution, free of any tuition fee or of any incidental charges to be paid to said university, unless such incidental charges shall have been made to compensate for materials consumed by said students or for damages needlessly or purposely done by them to the property of said university. The said free instruction shall, moreover, be accorded to said students in consideration of their superior ability, and as a reward for superior scholarship in the academies and public schools of this state. Said students shall be selected as the legislature may from time to time direct, and until otherwise ordered as follows:

1. A competitive examination, under the direction of the department of public instruction, shall be held at the county court-house in each county of the state, upon the first Saturday of June, in each year, by the city superintendents and the school commissioners of the county.

2. None but pupils of at least sixteen years of age and of six months' standing in the common schools or academies of the state, during the year immediately preceding the examination, shall be eligible.

3. Such examination shall be upon such subjects as may be designated by the president of the university. Question papers prepared by the department of public instruction shall be used, and the examination papers handed in by the different candidates

shall be retained by the examiners and forwarded to the department of public instruction.

4. The examiners shall, within ten days after such examination, make and file in the department of public instruction a certificate, in which they shall name all the candidates examined and specify the order of their excellence, and such candidates shall, in the order of their excellence, become entitled to the scholarships belonging to their respective counties.

5. In case any candidate who may become entitled to a scholarship shall fail to claim the same, or shall fail to pass the entrance examination at such university, or shall die, resign, absent himself without leave, be expelled or, for any other reason, shall abandon his right to or vacate such scholarship either before or after entering thereupon, then the candidate certified to be next entitled in the same county shall become entitled to the same. In case any scholarship belonging to any county shall not be claimed by any candidate resident in that county, the state superintendent may fill the same by appointing thereto some candidate first entitled to a vacancy in some other county, after notice has been served on the superintendent or commissioners of schools of said county. In any such case, the president of the university shall at once notify the superintendent of public instruction, and that officer shall immediately notify the candidate next entitled to the vacant scholarship of his right to the same.

6. Any state student who shall make it appear to the satisfaction of the president of the university that he requires leave of absence, for the purpose of earning funds with which to defray his living expenses while in attendance, may, in the discretion of the president, be granted such leave of absence, and may be allowed a period not exceeding six years from the commencement thereof for the completion of his course at said university.

7. In certifying the qualifications of the candidates, preference shall be given (where other qualifications are equal) to the children of those who have died in the military or naval service of the United States.

8. Notices of the time and place of the examinations shall be given in all the schools having pupils eligible thereto, prior to the first day of January in each year, and shall be published once a week, for three weeks, in at least two newspapers in each county immediately prior to the holding of such examinations. The cost of publishing such notices and the necessary expenses of such examination shall be a charge upon each county, respectively, and shall be audited and paid by the board of supervisors thereof. The state superintendent of public instruction shall attend to the giving and publishing of the notices hereinbefore provided for. He may, in his discretion, direct that the examination in any county may be held at some other time and place than that above specified, in which case it shall be held as directed by him. He shall keep full records in his department of the reports of the different examiners, showing the age, post-office address and standing of each candidate, and shall notify candidates of their rights under this act. He shall determine any controversies which may arise under the provisions of this act. He is hereby charged with the general supervision and direction of all matters in connection with the filling of such scholarships. Students enjoying the privileges of free scholarships shall, in common with the other students of said university, be subject to all of the examinations, rules and requirements of the board of trustees or faculty of said university, except as herein provided.

TITLE XIII.

Common School and Public Libraries.

Section 1. So much of the school library money as shall be needed for that purpose shall be apportioned among the several cities and school districts by the state superintendent of public instruction, who may, so far as consistent with law, make, alter or repeal any rules that he may deem proper for regulating the expenditure of the school library money and the administration and care of school libraries established or maintained under authority of this act; provided, that no portion of the school library money shall be expended except for books approved by

the said superintendent. Said school libraries shall consist of reference books for use in the school-room, suitable supplementary reading books for children, or books relating to branches of study being pursued in the school and pedagogic books as aids to teachers. And no city or school district shall share in the apportionment unless it shall raise and use for the same purpose an equal amount from taxation or other local sources, and shall also comply with the requirements of the superintendent as to the care of such libraries and otherwise. Library moneys shall be apportioned to the school districts and parts of school districts joint with parts in any city or in any adjoining county which shall be entitled to participate therein as follows: To each of said districts an amount equal to that which shall have been raised in said district for library purposes, either by tax or otherwise; and if the aggregate amount so raised in the districts within the county, shall exceed the sum apportioned to the county, the said districts respectively shall be entitled to participate in such apportionment pro rata to the total amount apportioned to the county. All school library moneys unapportioned by school commissioners and remaining in the hands of county treasurers shall in each succeeding year, be added to the school library money apportioned by the superintendent of public instruction to the counties of the state.

§ 2. The school library shall be a part of the school equipment and shall be kept in the school building at all times, and shall not be used as a circulating library, except that, so far as the rules fixed by the state superintendent shall allow, teachers and school officers or pupils, with the leave of the librarian, may borrow from said library any book not needed for reference in the school-room, but such persons shall not borrow more than one volume at a time and shall not keep the same more than two weeks. The board of education or trustees shall appoint a teacher of the schools under their charge as librarian, who, with the trustees, shall be responsible for the safety and proper care of the books, and shall annually, and whenever required, make such reports concerning the library as the state superintendent may direct.

§ 3. All existing provisions of law and rules established by the

superintendent of public instruction for the management of district libraries shall hold good as to the management of school libraries till altered by or in pursuance of law.

§ 4. Each city and school district in the state is hereby authorized to raise moneys by tax in the same manner as other school moneys are raised, or to receive moneys by gift or devise, for starting or extending or caring for the school library.

§ 5. Any board of education in any city or union free school district, or any duly constituted meeting in any other district, is hereby authorized to give any or all of its books or other library property to any township or other free public library under state supervision, or to aid in establishing such free public library, provided it is free to the people of such city or district. A receipt from the officers of the said free public library, and an approval of the transfer under seal by the regents of the university, shall forever thereafter relieve the said school authorities of further responsibility for the said library and property so transferred.

§ 6. Any books or other library property belonging to any district library, and which have not been in direct charge of a librarian duly appointed within one year, may be taken and shall thereafter be owned by any public library under state supervision, which has received from the regents of the university written permission to collect such books or library property, and to administer the same for the benefit of the public; provided, that said books or other library property shall be found in the territory for which such public library is maintained, as defined in its charter or in the permission granted by the regents; and further provided that, on written request of the school authorities, any dictionaries, encyclopedias and pedagogic books shall be placed in the school library of the district to which such books originally belong. Any person, association or corporation having possession of books or other property belonging to any school, district or other public library, except books regularly borrowed and charged for a period not yet expired, shall deliver the same within one month from the passage of this law to the legally appointed librarian of such library, or of the free public library, duly authorized to take the

same as provided in this section, and willful neglect or refusal to comply with this provision shall be a misdemeanor.

§ 7. The public shall not be entitled to use any library, now or hereafter in the custody of the school authorities, but said authorities may appoint three trustees who shall have the powers, duties and responsibilities of trustees of public libraries incorporated by the regents, and thereafter the school authorities may transfer to the custody of said trustees for the purposes of a circulating library any of their library property as provided in section five.

§ 8. The state superintendent of public instruction is hereby authorized to withhold its share of public school moneys from any city or district which uses school library moneys for any other purpose than that for which they are provided, or for any willful neglect or disobedience of the law or the rules or orders of said superintendent in the premises.

TITLE XIV.

Appeals to the Superintendent of Public Instruction.

Section 1. Any person conceiving himself aggrieved in consequence of any decision made:

1. By any school district meeting;
2. By any school commissioner or school commissioners and other officers, in forming or altering, or refusing to form or alter, any school district, or in refusing to apportion any school moneys to any such district or part of a district;
3. By a supervisor in refusing to pay any such moneys to any such district;
4. By the trustees of any district in paying or refusing to pay any teacher, or in refusing to admit any scholar gratuitously into any school;
5. By any trustees of any school library concerning such library, or the books therein, or the use of such books;
6. By any district meeting in relation to the library;
7. By any other official act or decision concerning any other matter under this act, or any other act pertaining to common schools, may appeal to the superintendent of public instruction, who is hereby authorized and required to examine and decide the

same; and his decision shall be final and conclusive, and not subject to question or review in any place or court whatever.

§ 2. The superintendent, in reference to such appeals, shall have power:

1. To regulate the practice therein.

2. To determine whether an appeal shall stay proceedings, and prescribe conditions upon which it shall or shall not so operate.

3. To decline to entertain or to dismiss an appeal, when it shall appear that the appellant has no interest in the matter appealed from, and that the matter is not a matter of public concern, and that the person injuriously affected by the act or decision appealed from is incompetent to appeal.

4. To make all orders, by directing the levying of taxes or otherwise, which may, in his judgment, be proper or necessary to give effect to his decision.

§ 3. The superintendent shall file, arrange in the order of time, and keep in his office, so that they may be at all times accessible, all the proceedings on every appeal to him under this title, including his decision and orders founded thereon; and copies of all such papers and proceedings, authenticated by him under his seal of office, shall be evidence equally with the originals.

TITLE XV.

Miscellaneous Provisions.

ARTICLE 1.

Of loss of school moneys apportioned; of forfeiture by school officers by reason of neglect to sue for penalties; of costs in suits which might have been the subjects of appeal to the superintendent of public instruction; of costs in suits, actions and proceedings other than appeals to the superintendent of public instruction.

Section 1. Whenever the share of school moneys or any portion thereof, apportioned to any town or school district, or any money to which a town or school district would have been entitled, shall be lost, in consequence of any willful neglect of official duty by any school commissioner, town clerk, trustees or clerks of school districts, the officer or officers guilty of such neglect shall

forfeit to the town, or school district so losing the same, the full amount of such loss with interest thereon.

§ 2. Where any penalty for the benefit of a school district, or of the schools of any school district, town, school commissioner district or county, shall be incurred, and the officer or officers, whose duty it is by law to sue for the same, shall willfully and unreasonably refuse or neglect to sue for the same, such officer or officers shall forfeit the amount of such penalty to the same use, and it shall be the duty of their successor or successors in office to sue for the same.

§ 3. In any action against a school officer or officers, including supervisors of towns, in respect to their duties and powers under this act, for any act performed by virtue of or under the color of their offices, or for any refusal or omission to perform any duty enjoined by law, and which might have been the subject of an appeal to the superintendent, no costs shall be allowed to the plaintiff, in cases where the court shall certify that it appeared on the trial that the defendants acted in good faith. But this provision shall not extend to suits for penalties, nor to suits or proceedings to enforce the decisions of the superintendent.

§ 4. Whenever the trustees of any school district, or any school district officer or officers, have been or shall be instructed by a resolution of the district, at a meeting called for that purpose, to defend any action brought against them, or to bring or defend an action or proceeding touching any district property or claim of the district, or involving its rights or interests, or to continue any such action or defense, all their costs and reasonable expenses, as well as all costs and damages adjudged against them, shall be a district charge and shall be levied by tax. If the amount claimed by them be disputed by a district meeting, it shall be adjusted by the county judge of any county in which the district or any part of it is situated.

§ 5. Whenever such trustees or any school district officer shall have brought or defended any such action or proceeding, without any such resolution of the district meeting, and after the final determination of such suit or proceeding, shall present to any regular meeting of the inhabitants of the district, an account, in writing, of all costs, charges and expenses paid by him or them,

with the items thereof, and verified by his or their oath or affirmation, and a majority of the voters at such meeting shall so direct, it shall be the duty of the trustees to cause the same to be assessed upon and collected of the taxable property of said district, in the same manner as other taxes are by law assessed and collected; and, when so collected, the same shall be paid over, by an order upon the collector or treasurer to the officer or officers entitled to receive the same; but this provision shall not extend to suits for penalties, nor to suits or proceedings to enforce the decisions of the superintendent of public instruction.

§ 6. Whenever an officer or officers mentioned in the last preceding section of this title shall have complied with the provisions of said section, and the inhabitants shall have refused to direct the trustees to levy a tax for the payment of the costs, charges and expenses therein mentioned, it shall be lawful for him or them, then and there, to give notice orally and publicly, that he will appeal to the county judge of the county; and in case of his disability to act in the matter by reason of being disqualified, or otherwise, then to the district attorney of the county in which the school-house of said district is located, from the refusal of said meeting to vote a tax for the payment of said claim, and the inhabitants may, then and there, or at any subsequent district meeting, appoint one or more of the inhabitants of the district to protect the rights and interests of the district upon said appeal. And the officer or officers before mentioned shall thereupon, within ten days, serve upon the clerk of said district (or if there be no such clerk, upon the town clerk of the town) a copy of the aforesaid account, so sworn to, together with a notice, in writing, that on a certain day therein specified he or they intend to present such account to the county judge or to the district attorney, as the case may be, for settlement. And the clerk shall record such notice, together with the copy of the account, and the same shall be subject to the inspection of the inhabitants of the district. And it shall be the duty of the person or persons appointed by any district meeting for that purpose, to appear before the

county judge or the district attorney, as the case may be, on the day mentioned in the notice aforesaid, and to protect the rights of the district upon such settlement; and the expenses incurred in the performance of this duty shall be a charge upon said district, and the trustees, upon presentation of the account of such expenses, with the proper voucher therefor, may levy a tax therefor, or add the same to any other tax to be levied by them; and their refusal to levy said tax for the payment of said expenses, shall be subject to an appeal to the superintendent of public instruction.

§ 7. Upon the appearance of the parties, or upon due proof of service of the notice and copy of the account, the county judge shall examine into the matter and hear the proofs and allegations presented by the parties, and decide by order whether or not the account, or any and what portion thereof, ought justly be charged upon the district, with costs and disbursements to such officer or officers, in his discretion, which costs and disbursements shall not exceed the sum of thirty dollars, and the decision of the county judge shall be final; but no portion of such account shall be so ordered to be paid which shall appear to such judge to have arisen from the willful neglect or misconduct of the claimant. The account with the oath of the party claiming the same shall be prima facie evidence of the correctness thereof. The county judge may adjourn the hearing from time to time, as justice shall seem to require.

§ 8. It shall be the duty of the trustees of any school district, within thirty days after service of a copy of such order upon them, or upon the district clerk, and notice thereof to them, or any two of them, to cause the same to be entered at length in the book of record of said district, and to raise the amount thereby directed to be paid, by a tax upon the district, to be by them assessed and levied in the same manner as a tax voted by the district.

ARTICLE 2.

Changes in text-books.

Section 9. The boards of education, or such bodies as perform the functions of such boards in the several cities, villages and union free school districts of this state, shall have power and it

shall be their duty to adopt and designate text-books to be used in the schools under their charge in their respective districts. In the common school districts in the state the text-books to be used in the schools therein shall be designated at any annual school meeting by a two-thirds vote of all the legal voters present and voting at such school meeting.

§ 10. When a text-book shall have been adopted for use in any of the public or common schools in this state, as provided in the ninth section of this title, it shall not be lawful to supersede the text-book so adopted by any other book within a period of five years from the time of such adoption, except upon a three-fourths vote of the board of education, or of such body as performs the function of such board, where such board has made the designation, or upon a three-fourths vote of the legal voters present and voting at the annual school meeting in any common school district.

§ 11. Any person or persons violating any of the provisions of this act shall be liable to a penalty of not less than fifty dollars nor more than one hundred dollars for every such violation, to be sued for by any taxpayer of the school district, and recovered before any justice of the peace, said fine, when collected, to be paid to the collector or treasurer for the benefit of said school district.

ARTICLE 3.

Care of Code of Public Instruction.

§ 12. The trustee or trustees of each school district are hereby made the custodians of the code of public instruction belonging to such school district, and shall deliver the same to their successor or successors in office. And in case such copy of said code shall have have been lost or destroyed through or by means of the fault or negligence of the trustee or trustees, the trustees so permitting the same to be lost or destroyed shall, at their own expense, procure a copy of the latest edition of the code of public instruction and deliver the same to their successor or successors in office in lieu of the copy so lost or destroyed.

§ 13. Every trustee who fails to comply with the provisions of

the foregoing section shall forfeit the sum of twenty-five dollars. This penalty shall be sued for by the supervisor of the town and shall be used in the purchase of books for the school library.

ARTICLE 4.

Contracts between school districts and boards of education in cities.

§ 14. Whenever any school district adjoining a city or village of six thousand inhabitants, by a vote of a majority of the qualified voters of such district, shall empower the trustees thereof, the said trustees shall enter into a written contract with the board of education of such city or village, whereby all the children of such district may be entitled to be taught in the public schools of such city or village, for a period of not less than one hundred and sixty days in any school year, upon filing a copy of such contract duly certified by the trustees of such school district and by the secretary of the board of education of said city or village, in the office of the superintendent of public instruction, such school district shall be deemed to have employed a competent teacher for such period, and shall be entitled to receive one distributive district quota each year, during which such contract shall be continued.

§ 15. The board of education of any city or village so contracting with any school district shall report the number of persons of school age in such district, together with those resident in the city or village the same as though they were actual residents of the city or village, and shall report for the pupils attending the city or village schools from such district to the superintendent of public instruction, the same as though they were residents of such city or village.

§ 16. It shall be the duty of the superintendent of public instruction to give to school commissioners such directions as may, in his judgment, be required and proper in relation to the reports to be made by the trustees of such districts to school commissioners.

ARTICLE 5.

Memorandum of contracts with teachers.

§ 17. All officers or boards of officers who shall employ any teacher to teach in any of the public schools of this state shall, at the time of such employment, make and deliver to such teacher, or cause to be made and delivered, a memorandum in writing, signed by said officer, or by the members of said board, or by some person duly authorized by said board, to represent them in the premises, in which the detail of the agreement between the parties, and particularly the length of the term of employment, the amount of compensation and the time or times when such compensation shall be due and payable shall be clearly and definitely set forth. But nothing herein contained shall be deemed to abridge or otherwise affect the term of employment of any teacher now or hereafter employed in the public schools, nor to repeal or affect any provision of special laws concerning the employment or removal of teachers now in force in any particular locality.

§ 18. The pay of any teacher employed in the public schools of this state shall be due and payable at least as often as at the end of each calendar month of the term of employment.

ARTICLE 6.

Physiology and hygiene in the public schools.

§ 19. Provision shall be made by the proper local school authorities for instructing all pupils in all schools supported by public money, or under state control, in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system.

§ 20. No certificate shall be granted to any person to teach in the public schools of the state of New York who has not passed a satisfactory examination in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system.

ARTICLE 7.

Free instruction in drawing.

§ 21. In each of the state normal schools the course of study shall embrace instruction in industrial or free-hand drawing. The board of education in each city in this state shall cause free instruction to be given in industrial or free-hand drawing in at least one department of the schools under their charge. The board of education of each union free school district shall cause free instruction to be given in industrial or free-hand drawing in the schools under their charge, unless excused therefrom by the superintendent of public instruction.

§ 22. The board of education, or other body having supervision of the public schools in any city or union free school district in this state, is hereby authorized to establish and maintain evening schools for free instruction in industrial drawing, whenever the city authorities in any city or the qualified electors duly convened in any union free school district shall so direct, and shall make provision for the maintenance of such schools. In addition to the powers now conferred by law upon the authorities of any city, or upon the electors of any union free school district in the state, such authorities and such electors shall also have power, whenever they shall think it advisable, to raise such moneys as shall be necessary to carry out the purposes of this act.

ARTICLE 8.

Vocal music in public schools.

§ 23. In each of the state normal schools the course of study may embrace instruction in vocal music. The boards of education in each city, and in each union free school district incorporated under the laws of this state, may cause free instruction to be given in vocal music in the schools under their charge. The superintendent of public instruction may provide instruction in vocal music in all teachers' institutes held throughout the state.

ARTICLE 9.

Free kindergarten in cities and villages.

§ 24. The board of education, or the public school authorities of any city or village located in a county having less than one million inhabitants, and employing a superintendent of schools, may establish and maintain one or more free kindergarten schools. The money for the support of such schools shall be raised in like manner as for the support of the other public schools of the city or village. No child under the age of four years shall be admitted to these schools, and the local school authorities are hereby empowered to fix the highest age limit of children who may attend. All teachers employed in these schools shall be licensed in the same manner as teachers employed in the other public schools of this state, and shall be entitled to their distributive share in the district quotas. The attendance of children under the age of five years, who may be enrolled in these schools shall be reported separately, and shall not be counted in the distribution of public money.

ARTICLE 10.

Industrial training in the public schools.

§ 25. Boards or departments of education of cities and villages, and of union free schools and trustees of public school districts, are hereby authorized and empowered to establish and maintain a department or departments in the schools under their charge for industrial training and for teaching and illustrating the manual or industrial arts, and the principles underlying the same; and for that purpose they are respectively authorized to purchase and use such material and apparatus, and to establish and maintain such shops, and to employ such instructor or instructors, in addition to the other teachers in said schools, as in their judgment shall be deemed necessary or proper whenever the authorities or electors respectively now authorized by law to raise money by taxation for school purposes, shall make provision for the maintenance of such departments.

§ 26. All authorities and electors, respectively, now authorized by law to levy and raise taxes for school purposes, are hereby authorized to levy and raise by taxation, in addition to any amount or amounts which they are now, respectively, in any city, village or district, authorized by law to raise for school purposes, and in the same manner, and at a regular or special meeting, the necessary funds to establish and maintain such industrial departments as aforesaid.

§ 27. The state normal and training schools which are or hereafter may be established in this state, hereby are and shall be required to include in their courses of instruction the principles underlying the manual or industrial arts, and also the practical training in the same, to such an extent, as the superintendent of public instruction may prescribe, and to such further extent as the local boards, respectively, of said normal and training schools may prescribe.

ARTICLE 11.

Schools for colored children.

§ 28. The school authorities of any city or incorporated village, the schools of which are or shall be organized under title eight of this act, or under special act, may, when they shall deem it expedient, establish a separate school or separate schools for the instruction of children and youth of African descent, resident therein, and over five and under twenty-one years of age; and such school or schools shall be supported in the same manner and to the same extent as the school or schools supported therein for white children, and they shall be subject to the same rules and regulations, and be furnished with facilities for instruction equal to those furnished to the white schools therein.

§ 29. The trustees of any union school district, or of any school district organized under a special act, may, when the inhabitants of any district shall so determine, by resolution, at any annual meeting, or at a special meeting called for that purpose, establish a separate school or separate schools for the instruction of such colored children resident therein, and such schools shall be supported in the same manner and receive the same care, and be

furnished with the same facilities for instruction, as the white schools therein.

§ 30. No person shall be employed to teach any of such schools who shall not, at the time of such employment, be legally qualified.

§ 31. The colored schools in the city of New York, now existing and in operation, shall hereafter be classed and known and be continued as ward schools, and primaries, with their present teachers, unless such teachers are removed in the manner provided by law, and such schools shall be under the control and management of the school officers of the respective wards in which they are located in the same manner and to the same extent as other ward schools, and shall be open for the education of pupils for whom admission is sought, without regard to race or color.

ARTICLE 12.

Orphan schools.

§ 32. The schools of the several incorporated orphan asylum societies in this state, other than those in the city of New York, shall participate in the distribution of the school moneys, in the same manner and to the same extent, in proportion to the number of children educated therein, as the common schools in their respective cities or districts. The schools of said societies shall be subject to the rules and regulations of the common schools in such cities or districts, but shall remain under the immediate management and direction of the said societies as heretofore.

ARTICLE 13.

Indian schools.

§ 33. The superintendent of public instruction shall be charged with providing the means of education for all the Indian children in the state. He shall cause to be ascertained the condition of the various bands in the state in respect to education; he shall establish schools in such places, and of such character and description as he shall deem necessary; he shall employ superintendents for such schools, and shall, with the concurrence of the comptroller and secretary of state, cause to be erected, where necessary, convenient buildings for their accommodation.

§ 34. In the discharge of the duties imposed by this act, the said superintendent shall endeavor to secure the co-operation of all the several bands of Indians, and for this purpose, shall visit, by himself or his authorized representative, all the reservations where they reside, lay the matter before them in public assembly, inviting them to assist either by appropriating their public moneys to this object, or by setting apart lands and erecting suitable buildings, or by furnishing labor or materials for such buildings, or in any other way which he or they may suggest as most effectual for the promotion of this object.

§ 35. In any contract which may be entered into with said Indians, for the use or occupancy of any land for school grounds, sites or buildings, care shall be taken to protect the title of the Indians to their lands, and to reserve to the state the right to remove or otherwise dispose of all improvements made at the expense of the state.

§ 36. The Indian children in the state, between the ages of four and twenty-one years, shall be entitled to draw public money the same as white children. The superintendent shall cause an annual enumeration of said Indian children to be made, and shall see that the public money, to which they are ratably entitled, is devoted exclusively to their education.

§ 37. To carry into effect the provisions of this title the legislature shall annually appropriate the sum of six thousand dollars out of the revenues of the common school fund, to be paid by the treasurer, on the warrant of the comptroller, from time to time, to the order of the superintendent of public instruction.

§ 38. The superintendent shall take and file in his office, vouchers and receipts for all the expenditures made under this act, subject to the inspection of the joint committee to examine the accounts of the auditor and treasurer; and shall annually report to the legislature all his doings, by virtue of the authority vested in him; and for this purpose said superintendent may require full and detailed reports in such form as he may prescribe, from those having the immediate supervision of any Indian schools in this state.

§ 39. For the support of the Indian schools, already established and which may be established, the superintendent of public instruction, in his annual general apportionment of the state school moneys appropriated for the support of common schools, shall make an equitable apportionment, as provided by section five of title two of this act; and the moneys which shall be thus apportioned shall be paid out of the treasury upon the warrant of the superintendent, countersigned by the comptroller.

ARTICLE 14.

Deaf and dumb and blind institutions.

§ 40. All the institutions for the instruction of the deaf and dumb, and blind, and all other similar institutions, incorporated under the laws of the state, or that may be hereafter incorporated, shall be subject to the visitation of the superintendent of public instruction, and it shall be his duty:

1. To inquire, from time to time, into the expenditures of each institution, and the systems of instruction pursued therein, respectively.

2. To visit and inspect or cause to be visited and inspected, the schools belonging thereto, and the lodgings and accommodations of the pupils.

3. To ascertain by a comparison with other similar institutions, whether any improvements in instruction and discipline can be made; and for that purpose to appoint, from time to time, suitable persons to visit the schools.

4. To suggest to the directors of such institutions and to the legislature such improvements as he shall judge expedient.

5. To make an annual report to the legislature on all the matters before enumerated, and particularly as to the condition of the schools, the improvement of the pupils, and their treatment in respect to board and lodging.

§ 41. All deaf and dumb persons resident in this state and upwards of twelve years of age, who shall have been resident in this state for three years immediately preceding the application, or, if a minor, whose parent or parents, or, if an orphan, whose nearest friend, shall have been resident in this state for three

years immediately preceding the application, shall be eligible to appointment as state pupils in one of the deaf and dumb institutions of this state, authorized by law to receive such pupils; and all blind persons of suitable age and similar qualifications shall be eligible to appointment to the institutions for the blind in the city of New York or in the village of Batavia, as follows: All such as are residents of the counties of New York, Kings, Queens, Suffolk, Richmond, Westchester, Putnam and Rockland, shall be sent to the institution for the blind in the city of New York; those who reside in other counties of the state shall be sent to the institution for the blind in the village of Batavia. All such appointments with the exception of those to the institution for the blind in the village of Batavia, shall be made by the superintendent of public instruction upon application, and in those cases in which, in his opinion, the parents or guardians of the applicants are able to bear a portion of the expense, he may impose conditions whereby some proportionate share of expense of educating and clothing such pupils shall be paid by their parents, guardians or friends, in such manner and at such times as the superintendent shall designate, which conditions he may modify from time to time, if he shall deem it expedient to do so.

§ 42. Each pupil so received into either of the institutions aforesaid shall be provided with board, lodging and tuition; and the directors of the institution shall receive for each pupil so provided for, the sum of dollars per annum, in quarterly payments, to be paid by the treasurer of the state, on the warrant of the comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils attending the institution, and which bill shall be signed by the president and secretary of the institution, and verified by their oaths. The regular term of instruction for such pupils shall be five years; but the superintendent of public instruction may, in his discretion, extend the term of any pupil for a period not exceeding three years. The pupils provided for in this and the preceding section of this title shall be designated state pupils; and all the existing provisions of law applicable to state pupils now in said institutions shall apply to pupils herein provided for.

§ 43. The superintendent of public instruction may make such regulations and give such directions to parents and guardians, in relation to the admission of pupils into either of the above-named institutions, as will prevent pupils entering the same at irregular periods.

ARTICLE 15.

Arbor day.

§ 44. The Friday following the first day of May in each year shall be known throughout this state as arbor day.

§ 45. It shall be the duty of the authorities of every public school in this state to assemble the scholars in their charge on that day in the school building, or elsewhere, as they may deem proper, and to provide for and conduct, under the general supervision of the city superintendent or the school commissioner, or other chief officers having the general oversight of the public schools in each city or district, such exercises as shall tend to encourage the planting, protection and preservation of trees and shrubs, and an acquaintance with the best methods to be adopted to accomplish such results.

§ 46. The state superintendent of public instruction shall have power to prescribe from time to time a course of exercises and instruction in the subjects hereinbefore mentioned, which shall be adopted and observed by the public school authorities on arbor day, and upon receipt of copies of such course, sufficient in number to supply all the schools under their supervision, the school commissioner or city superintendent aforesaid shall promptly provide each of the schools under his or their charge with a copy, and cause it to be observed.

§ 47. The legislature shall annually make an appropriation for carrying out the provisions of this act, upon the recommendation of the superintendent of public instruction.

ARTICLE 16.

Miscellaneous.

§ 48. The superintendent of public instruction, so soon as may be after the passage of this act, shall cause to be prepared under his supervision and to be printed, an edition of this statute, with

brief annotations embodying such of the decisions of the courts of the state, and of the superintendents of public instruction as are applicable thereto, and such comments, explanations and instructions as he shall deem necessary or expedient, and to furnish to each of the school districts of the state one copy thereof, and the same shall be deposited with the trustee or trustees, and kept by him or them for the use of the inhabitants, as provided in article three of this title.

§ 49. All provisions of law repugnant to or inconsistent with the provisions of this act are hereby repealed, saving always all rights of action vested under such prior provisions, and proceedings commenced for the assertion thereof; but nothing herein contained, unless it be so expressed, shall be construed, unless by inevitable implication, to revive any act or portion of an act heretofore repealed; nor to impair or in any manner affect or change any special law touching the schools or school system of any city or incorporated village of the state, unless the same is so stated in this act.

§ 50. Laws repealed.—Of the laws enumerated in the schedule hereto annexed, that portion specified in the last column is repealed. Such repeal shall not revive a law repealed by any law hereby repealed, but shall include all laws amendatory of the laws hereby repealed.

§ 51. When to take effect.—This chapter shall take effect on June thirtieth, eighteen hundred and ninety-four.

Schedule of Laws Repealed.

Laws of	Chapter	Sections.
1850.....	261.....	All.
1856.....	71.....	All.
1856.....	179.....	All.
1864.....	555.....	All.
1865.....	585.....	Section 9.
1865.....	647.....	All.
1866.....	78.....	All.
1866.....	800.....	All.
1867.....	84.....	All.
1867.....	406.....	All.

Schedule of Laws Repealed—(*Continued*).

	Laws of	Chapter	Sections.
1867.....		819.....	All.
1871.....		329.....	All.
1871.....		359.....	All.
1871.....		746.....	All.
1874.....		514.....	All.
1875.....		322.....	All.
1875.....		567.....	All.
1877.....		161.....	All.
1877.....		219.....	All.
1877.....		413.....	All.
1878.....		173.....	All.
1878.....		174.....	All.
1878.....		248.....	All.
1879.....		134.....	All.
1879.....		264.....	All.
1879.....		396.....	All.
1879.....		405.....	All.
1880.....		9.....	All.
1880.....		27.....	All.
1880.....		210.....	All.
1880.....		527.....	All.
1881.....		492.....	All.
1881.....		528.....	All.
1881.....		632.....	All.
1882.....		115.....	All.
1882.....		381.....	All.
1883.....		75.....	All.
1883.....		172.....	All.
1883.....		250.....	All.
1883.....		294.....	All.
1883.....		414.....	All.
1884.....		30.....	All.
1884.....		49.....	All.
1884.....		89.....	All.
1884.....		179.....	All.
1884.....		248.....	All.

Schedule of Laws Repealed—(*Concluded*).

Laws of	Chapter	Sections.
1884.....	413.....	All.
1885.....	340.....	All except § 12.
1886.....	199.....	All.
1886.....	292.....	All.
1886.....	591.....	All.
1886.....	595.....	All.
1886.....	615.....	All.
1886.....	655.....	All.
1887.....	291.....	All.
1887.....	333.....	All.
1887.....	334.....	All.
1887.....	335.....	All.
1887.....	538.....	All.
1887.....	540.....	All.
1887.....	592.....	All.
1887.....	672.....	All.
1888.....	27.....	All.
1888.....	196.....	All.
1888.....	209.....	All.
1888.....	331.....	All.
1888.....	334.....	All.
1888.....	533.....	All.
1889.....	90.....	All.
1889.....	245.....	All.
1889.....	328.....	All.
1889.....	333.....	All.
1890.....	73.....	All.
1890.....	74.....	All.
1890.....	170.....	All.
1890.....	175.....	All.
1890.....	431.....	All.
1890.....	524.....	All.
1890.....	526.....	All.
1890.....	534.....	All.
1890.....	548.....	All.

Schedule of Laws Repealed—(Continued).

Laws of	Chapter	Sections.
1892.....:	573.....	All, except §§ 9, 10, 11 and 12.
1893.....	484.....	All.
1893.....	485.....	All.
1893.....	500.....	All.
1893.....	636.....	All.
1894.....	127.....	All.
1894.....	229.....	All.

THE COMPULSORY EDUCATION LAW.

[Approved May 12, 1894.]

Chapter 671.

AN ACT to provide for the compulsory education of children.

BECAME a law May 12, 1894, with the approval of the Governor, Passed, three-fifths being present.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. Short title.—This chapter shall be known as the compulsory education law.

§ 2. Definitions.—When used in this act, the term school authorities means the trustees or board of education or corresponding officers, whether one or more and by whatever name known, of a city, union free school district, common school district, or school district created by special law; the term persons in parental relation to a child, includes the parents, guardians or other persons, whether one or more, lawfully having the care, custody or control of such child. A child under sixteen years of age required by the persons in parental relation to such a child, to attend upon lawful instruction at a school or elsewhere, upon which such child is entitled to attend, is lawfully required to attend such school. A child between eight and sixteen years of age, who is required by law to attend upon instruction, and is required by the persons in parental relation to such child, to attend upon lawful instruction at school or elsewhere, upon which such child is entitled to attend, is lawfully required to attend upon such instruction, and if not required by the persons in parental relation to such child to attend upon any instruction, is lawfully required to attend a public school.

§ 3. Required attendance upon instruction.—Every child between eight and sixteen years of age, in proper physical and mental condition to attend school, shall regularly attend upon instruction at a school in which at least the common school branches of reading, spelling, writing, arithmetic, English grammar and geography are taught, or upon equivalent instruction by a competent teacher elsewhere than at a school, as follows: Every such child between fourteen and sixteen years of age, not regularly and lawfully engaged in any useful employment or service, and every such child between eight and twelve years of age, shall so attend upon instruction as many days annually, during the period between the first days of October and the following June, as the public school of the district or city in which such child resides, shall be in session during the same period. Every child between twelve and fourteen years of age in proper physical and mental condition to attend school, shall attend upon instruction during such period, at least eighty secular days of actual attendance, which shall be consecutive except for holidays, vacations and detentions by sickness, which holidays, vacations and detentions shall not be counted as a part of such eighty days, and such child shall, in addition to the said eighty days, attend upon instruction when not regularly and lawfully engaged in useful employment or service. If any such child shall so attend upon instruction elsewhere than at a public school, such instruction shall be at least substantially equivalent to the instruction given to children of like age at the public school of the city or district in which such child resides; and such attendance shall be for at least as many hours of each day thereof, as are required of children of like age at public schools; and no greater total amount of holidays and vacations shall be deducted from such attendance during the period such attendance is required, than is allowed in such public school to children of like age. Occasional absences from such attendance, not amounting to irregular attendance in the fair meaning of the term, shall be allowed upon such excuses only as would be allowed in like cases by the general rules and practice of such public school.

§ 4. Duties of persons in parental relation to children.— Every person in parental relation to a child between eight and sixteen years of age in proper physical and mental condition to attend school, shall cause such child to so attend upon instruction or shall give notice to the school authorities of his city or district of his inability so to do. A violation of this section shall be a misdemeanor, punishable for the first offense by a fine not exceeding five dollars, and for each subsequent offense by a fine not exceeding fifty dollars or by imprisonment not exceeding thirty days or by both such fine and imprisonment. Courts of special sessions shall, subject to removal as provided in sections fifty-seven and fifty-eight of the code of criminal procedure, have exclusive jurisdiction, in the first instance, to hear, try and determine charges of violations of this section, within their respective jurisdictions.

§ 5. Persons employing children unlawfully to be fined.— It shall be unlawful for any person, firm or corporation to employ any child between the ages of eight and twelve years in any business or service whatever, during any part of the term during which the public schools of the district in which the child resides, are in session; or to employ any child between twelve and fourteen years of age who does not, at the time of such employment, present a certificate signed by the superintendent of schools of the city or district in which the child resides, or, where there is no superintendent, by such other officer as the school authorities may designate, certifying that such child has complied with the law relating to attendance at school during the school year between September and July, then current; and any person who shall employ any child contrary to the provisions of this section shall, for each offense, forfeit and pay to the treasurer of the city or village or to the supervisor of the town in which such offense shall occur, a penalty of fifty dollars, the same, when paid, to be added to the public school moneys of the city, village or district in which the offense occurred.

§ 6. Teachers' records of attendance.— An accurate record of the attendance of all children between eight and sixteen years of age shall be kept by the teacher of every school, showing each day by the year, month, day of the month and day of the week,

such attendance, and the number of hours in each day thereof; and each teacher upon whose instruction any such child shall attend elsewhere than at a school, shall keep a like record of such attendance. Such records shall, at all times, be open to the attendance officers or other persons duly authorized by the school authorities of the city or district, who may inspect or copy the same; and every such teacher shall fully answer all inquiries lawfully made by such authorities, inspectors or other persons, and a willful neglect or refusal so to answer any such inquiry shall be a misdemeanor.

§ 7. Attendance officers in cities and union free school districts.—The school authorities of each city and union free school district shall appoint and remove at pleasure one or more attendance officers of such city or district, and shall fix their compensation; and may prescribe their duties not inconsistent with this act, and may make rules and regulations for the performance thereof; and the superintendent of schools of such city or district, if there be one, shall supervise the enforcement of this act within said city or district.

§ 8. Arrest of truants.—The attendance officer may arrest without warrant any child between eight and sixteen years of age, found away from his home, and who then is a truant from instruction, upon which he is lawfully required to attend within the city or district of such attendance officer. He shall forthwith deliver a child so arrested either to the custody of a person in parental relation to the child, or of a teacher from whom such child is then a truant, or, in case of habitual and incorrigible truants, shall bring them before a police magistrate for commitment by him to a truant school as provided for in the next section. The attendance officer shall promptly report such arrest, and the disposition made by him of such child, to the school authorities of his city or district or to such person as they may direct.

§ 9. Truant schools.—The school authorities of a city or union free school district may establish schools, or set apart separate rooms in public school buildings, for children between seven and sixteen years of age, who are habitual truants from instruction which they are lawfully required to attend, or who are insub-

ordinate or disorderly during their attendance upon such instruction, or irregular in such attendance. Such school or room shall be known as a truant school; but no person convicted of crimes or misdemeanors, other than truancy, shall be committed thereto. Such authorities may provide for the confinement, maintenance and instruction of such children in such schools; and may, after reasonable notice to such child, and the persons in parental relation to such child, and an opportunity for them to be heard, and with the consent of the persons in parental relation to such child, order such child to attend such school or to be confined and maintained therein for such period and under such rules and regulations as such authorities may prescribe, not exceeding the remainder of the school year, or may order such child to be confined and maintained during such period in any private school, orphans' home or similar institution controlled by persons of the same religious faith as the persons in parental relation to such child, and which is willing and able to receive, confine and maintain such child, upon such terms as to compensation as may be agreed upon between such authorities and such private school, orphans' home or similar institution. If the persons in parental relation to such child shall not consent to either such order, such conduct of the child shall be deemed disorderly conduct, and the child may be proceeded against as a disorderly person, and upon conviction thereof, if the child was lawfully required to attend a public school, the child shall be sentenced to be confined and maintained in such truant school for the remainder of the current school year; or if such child was lawfully required to attend upon instruction otherwise than at a public school, the child may be sentenced to be confined and maintained for the balance of such school year, in such private school, orphans' home or other similar institution, if there be one, controlled by persons of the same religious faith as the persons in parental relation to such child, which is willing and able to receive, confine and maintain such child for a reasonable compensation, which shall be a charge against the city or district. Such confinement shall be conducted with a view to the improvement, and to the restoration, as soon as practicable,

of such child to the institution elsewhere, upon which he may be lawfully required to attend. Every child suspended from attendance upon instruction by the authorities in charge of furnishing such instruction, for more than one week, shall be required to attend such truant school during the period of such suspension. The school authorities of any city or school district, not having a truant school, may contract with any other city or district or county having a truant school, for the confinement, maintenance and instruction therein of children whom such school authorities might require to attend a truant school, if there were one in their own city or district. Industrial training shall be furnished in every such truant school.

§ 10. Withholding state moneys by state superintendent.—The state superintendent of public instruction may, upon or after January first, eighteen hundred and ninety-five, employ an assistant at a salary not exceeding the rate of twenty-five hundred dollars per annum, and may remove him from time to time, and appoint such successor. Such assistant shall also be paid his necessary traveling and other expenses audited by such state superintendent. It shall be the duty of his assistant to make investigation and report to the said state superintendent under his instruction, the extent to which this act is complied with in the cities and school districts of the state. Such state superintendent may withhold one-half of all public school moneys from any city or district, which, in his judgment, willfully omits and refuses to enforce the provisions of this act, after due notice, so often and so long as such willful omission and refusal shall, in his judgment, continue; but whenever the provisions of this act have been complied with, all moneys so withheld shall be paid over by said state superintendent to such city or district. The sum of five thousand dollars is hereby appropriated to be paid out of any moneys in the treasury, not otherwise appropriated, upon the warrant of the comptroller to the order of said superintendent of public instruction for the purpose of paying for the services of such assistant and the clerical and other expenses connected with the enforcement of this act, for the year commencing with January first, eighteen hundred and ninety-five.

§ 11. All acts or parts of acts inconsistent with this act are hereby repealed.

§ 12. This act shall take effect January first, eighteen hundred and ninety-five.

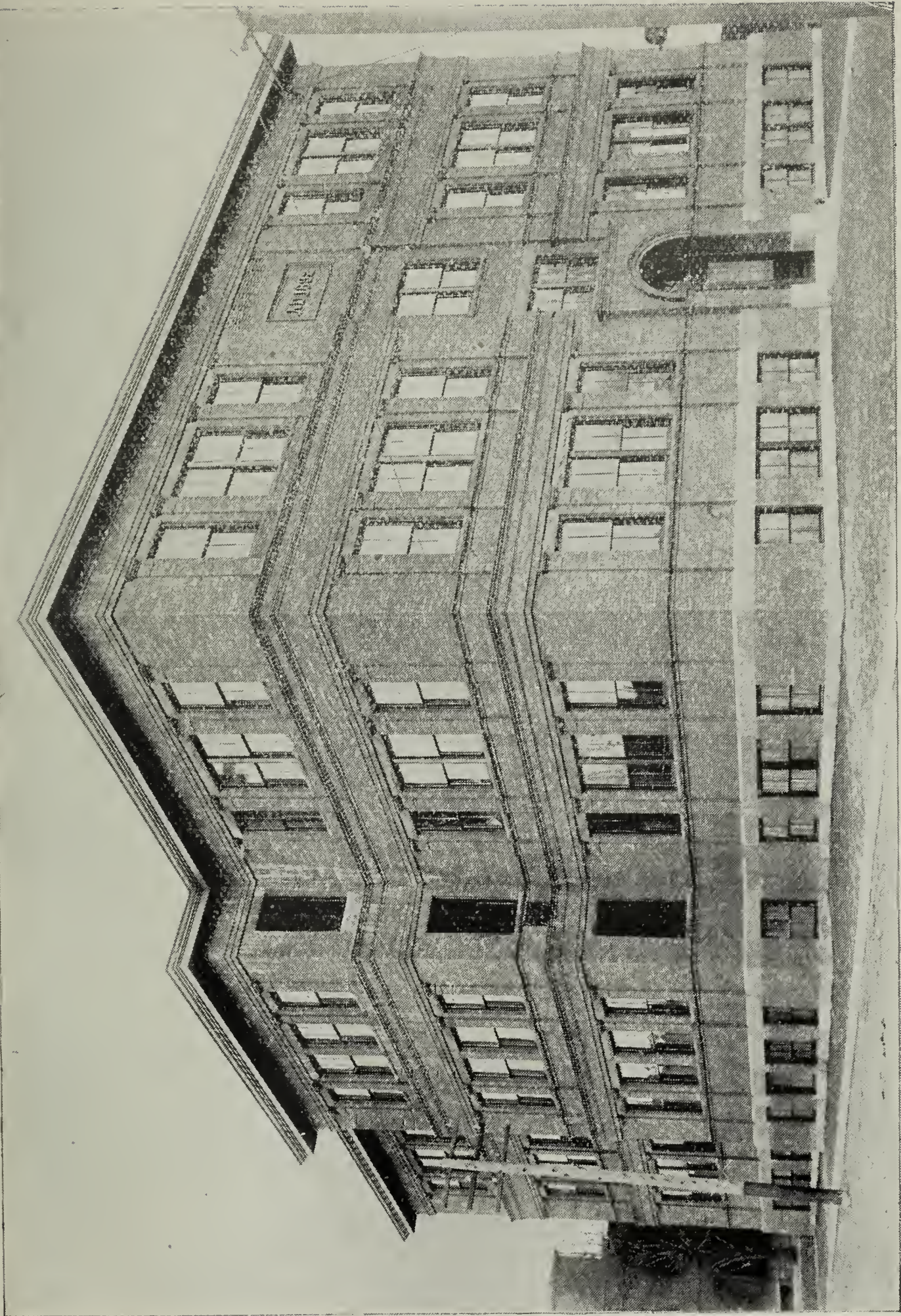
§ 13. This chapter shall be known as title sixteen of the "Consolidated School Law."

A P P E N D I X.

EXHIBIT No. 5.

VIEWS OF SCHOOL BUILDINGS.

LIBRARY
OF THE
UNIVERSITY OF ILLINOIS.



Albany, No. 4, Madison Avenue and Ontario Street.



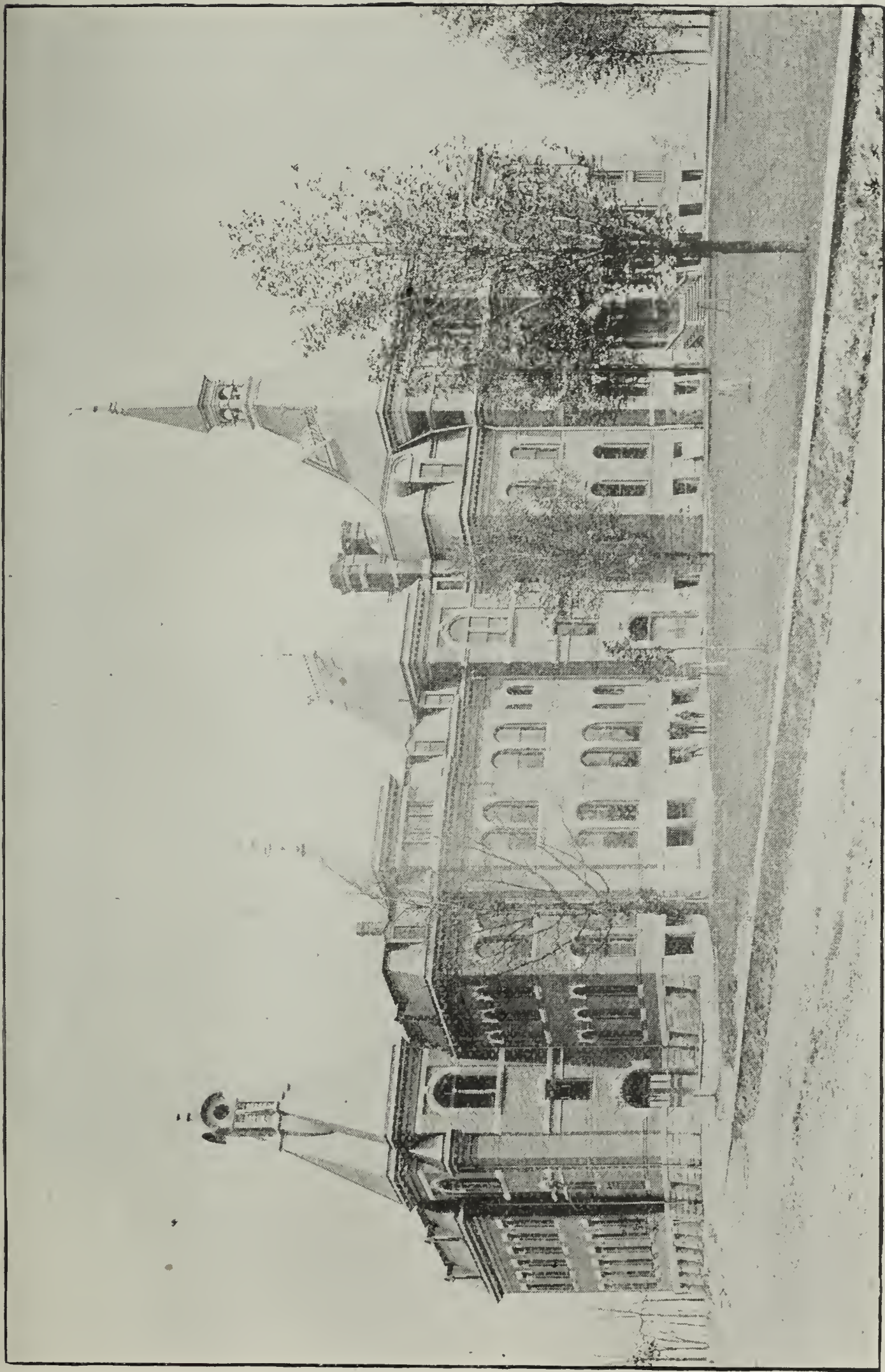
Albany, No. 6, 205 Second Street.



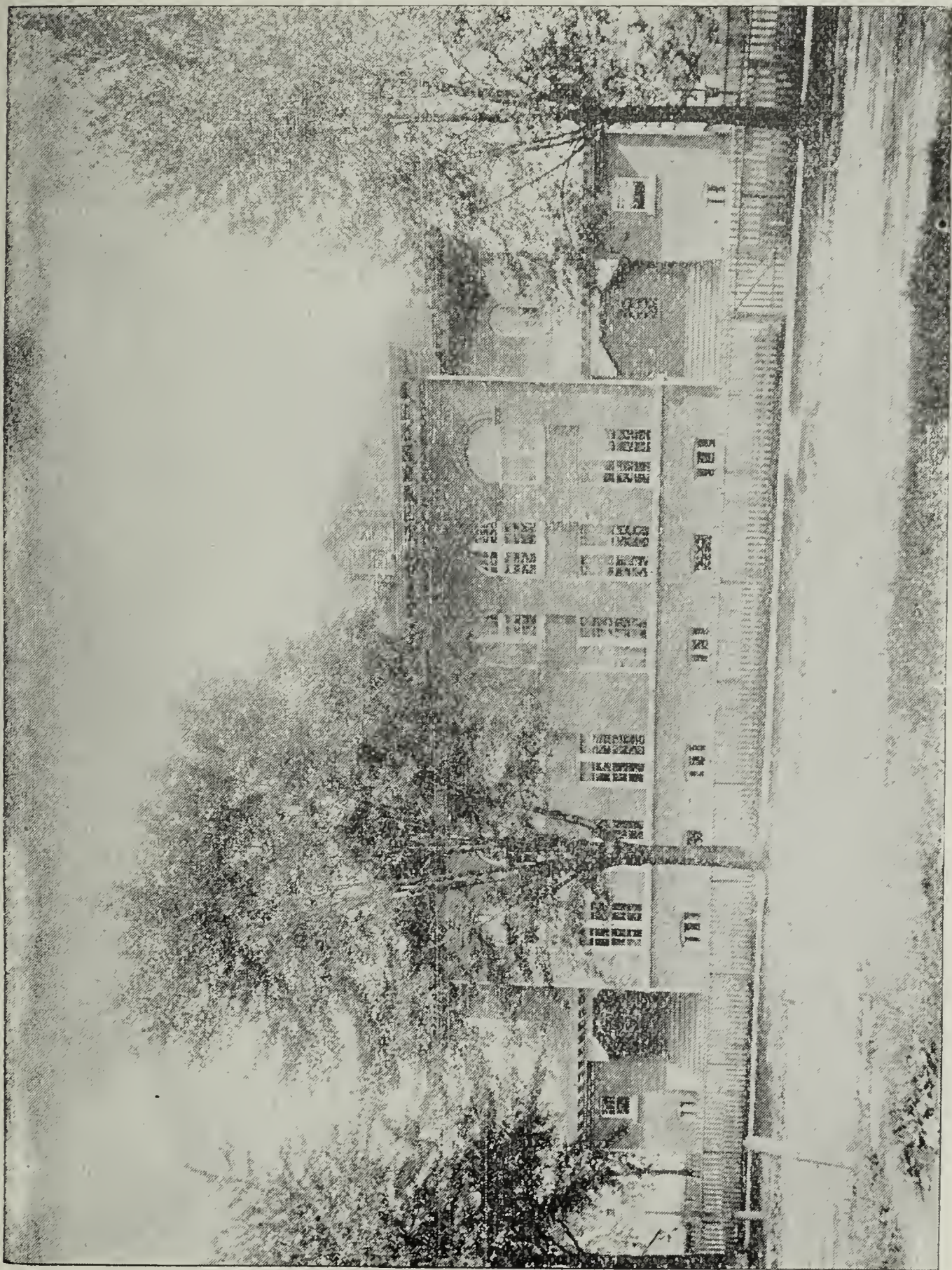
Albany, No. 10, Central Avenue and Perry Street.



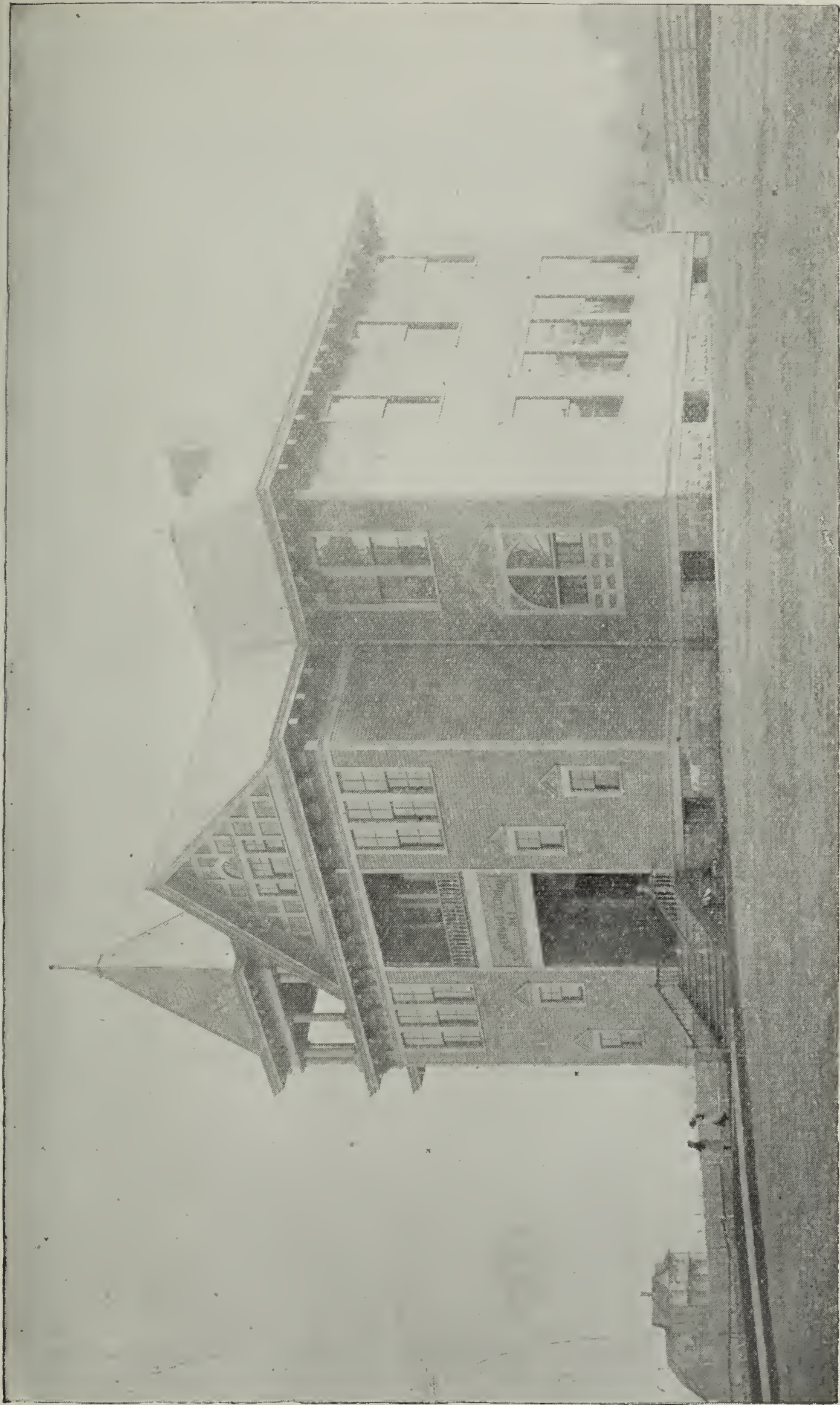
Wellsville Union School. Erected 1892. Allegany County



Olean High School Building.



Seymour Street School, Auburn, N. Y.



School Building at Lakewood, N. Y. School District No. 1, Town of Busti, Chautauqua Co. First Commissioner District. Erected 1893.



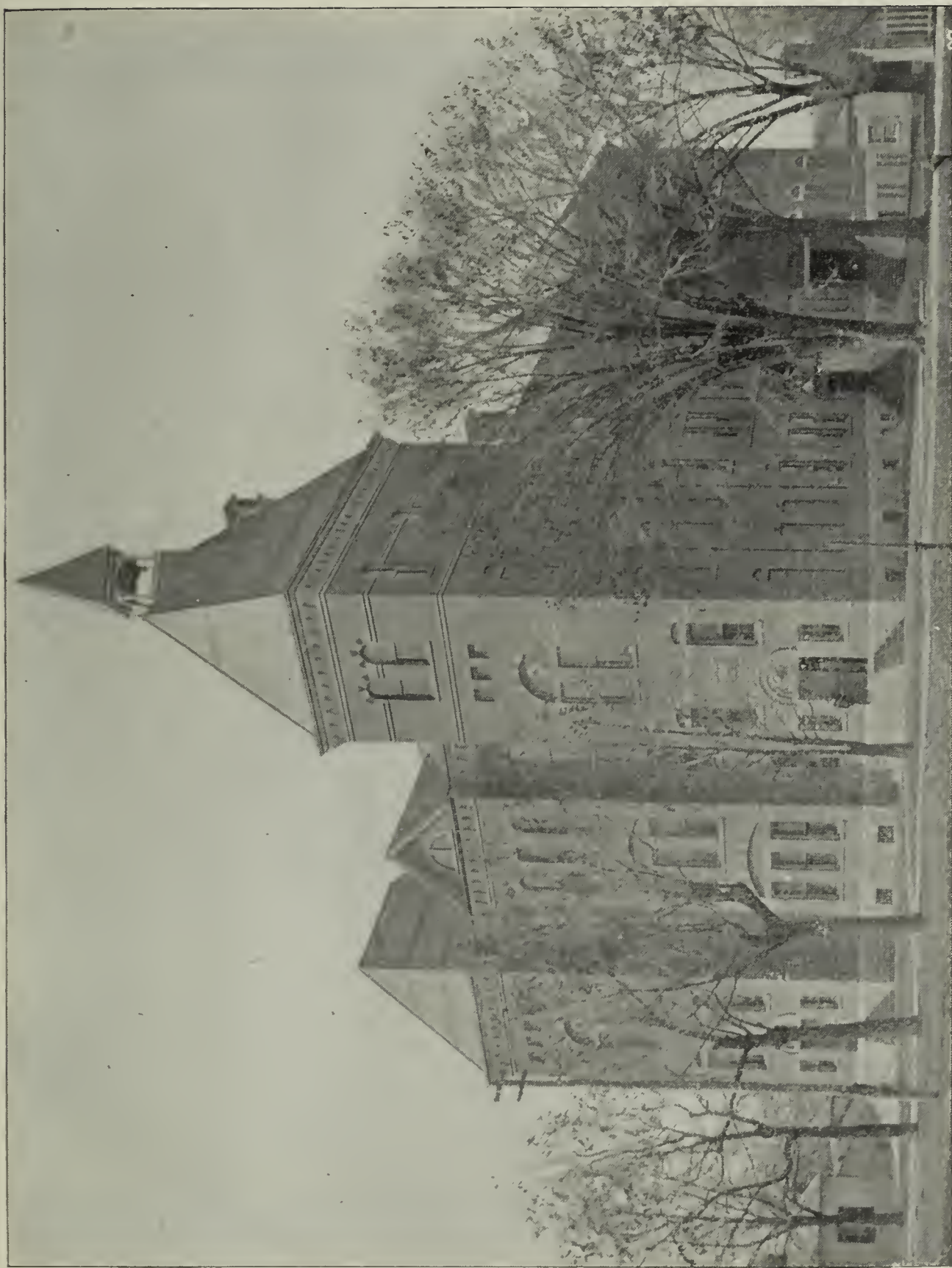
Sherman Union School and Academy, of Sherman, Chautauqua County, N. Y.



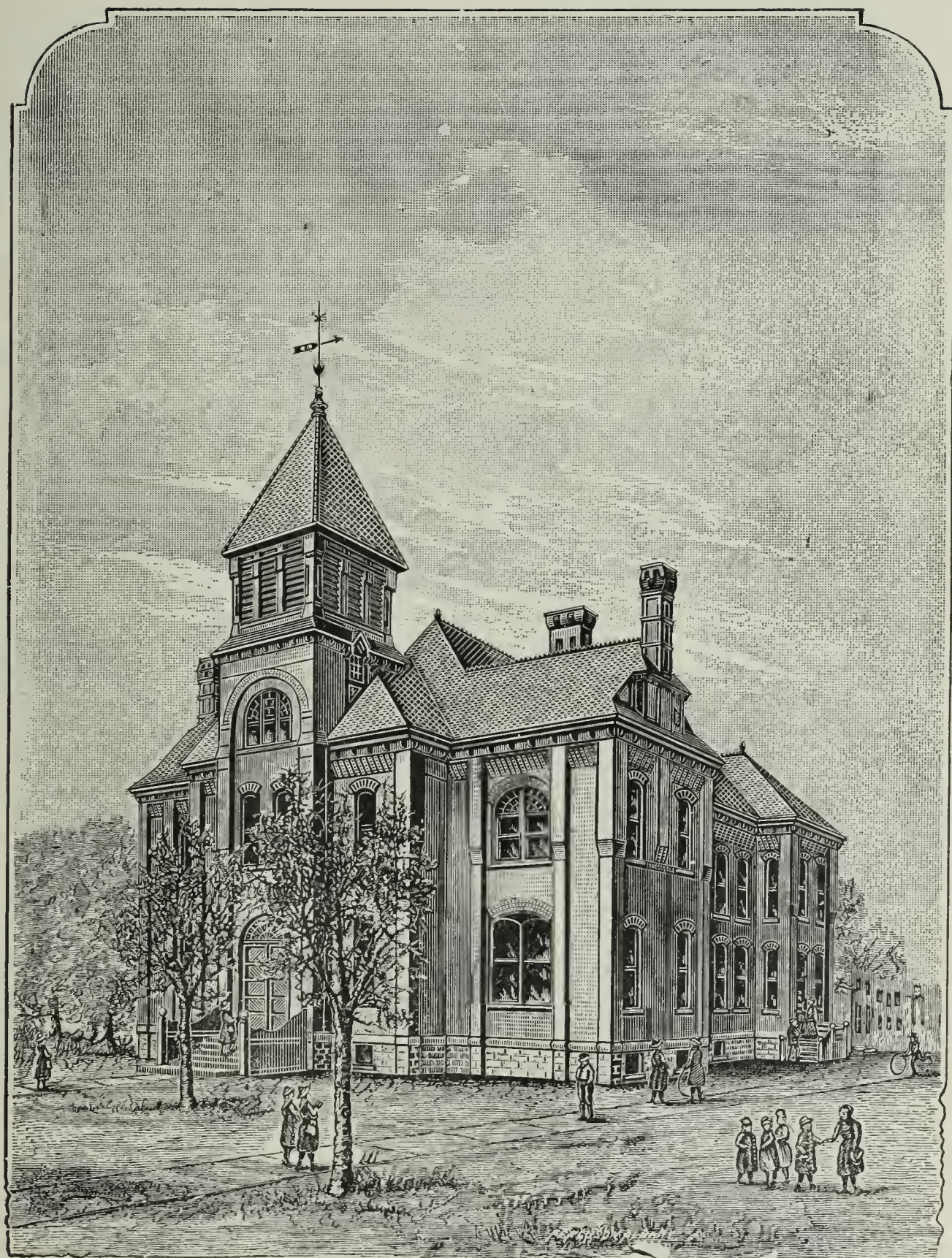
Union Free School, Amityville, Suffolk County, N. Y.



Canajoharie Union School.

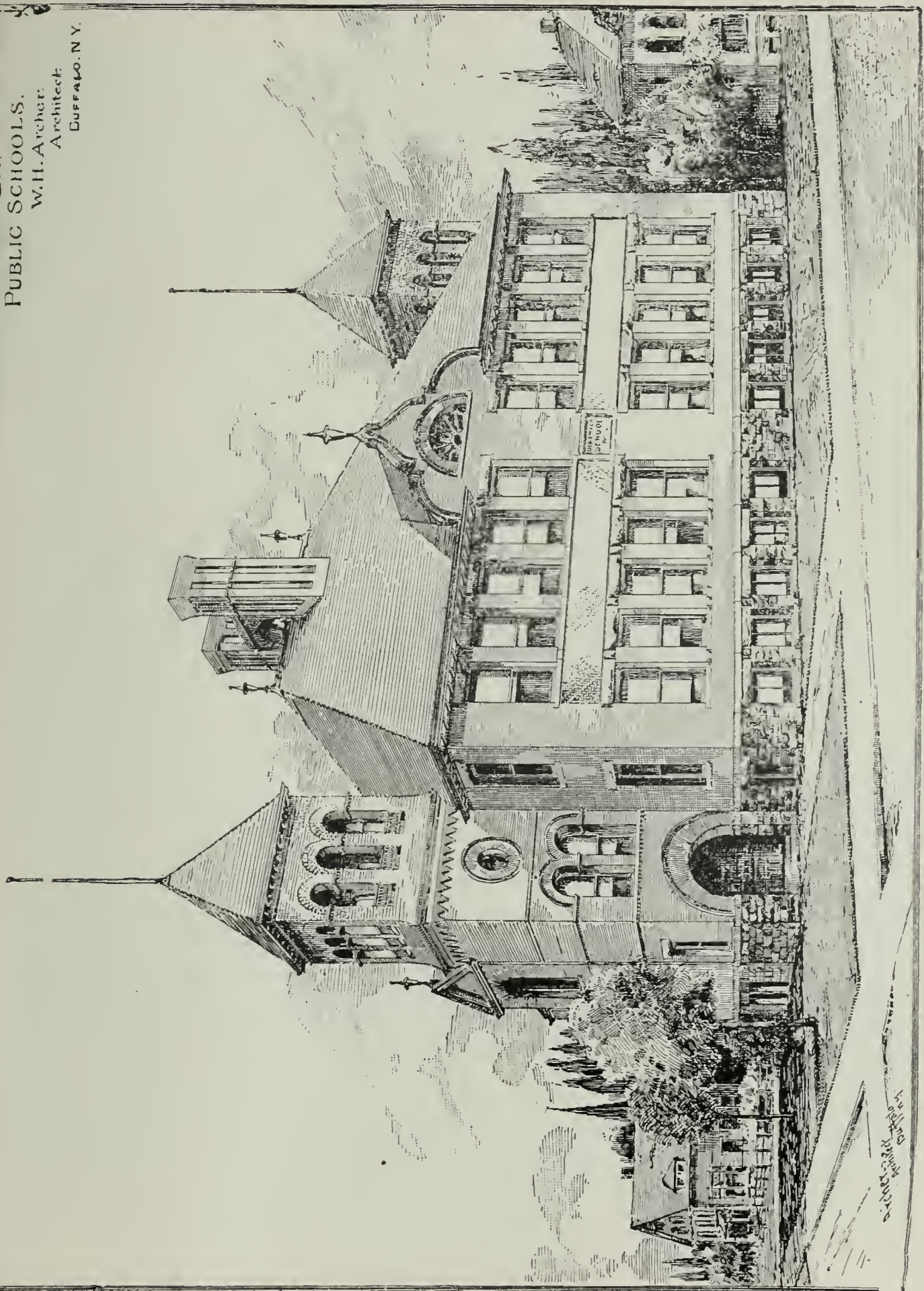


Canandaigua Union School, Canandaigua, N. Y.



Cobleskill High School.

SOUTH TONAWANDA,
PUBLIC SCHOOLS.
W.H. Archer,
Architect.
BUFFALO, N.Y.

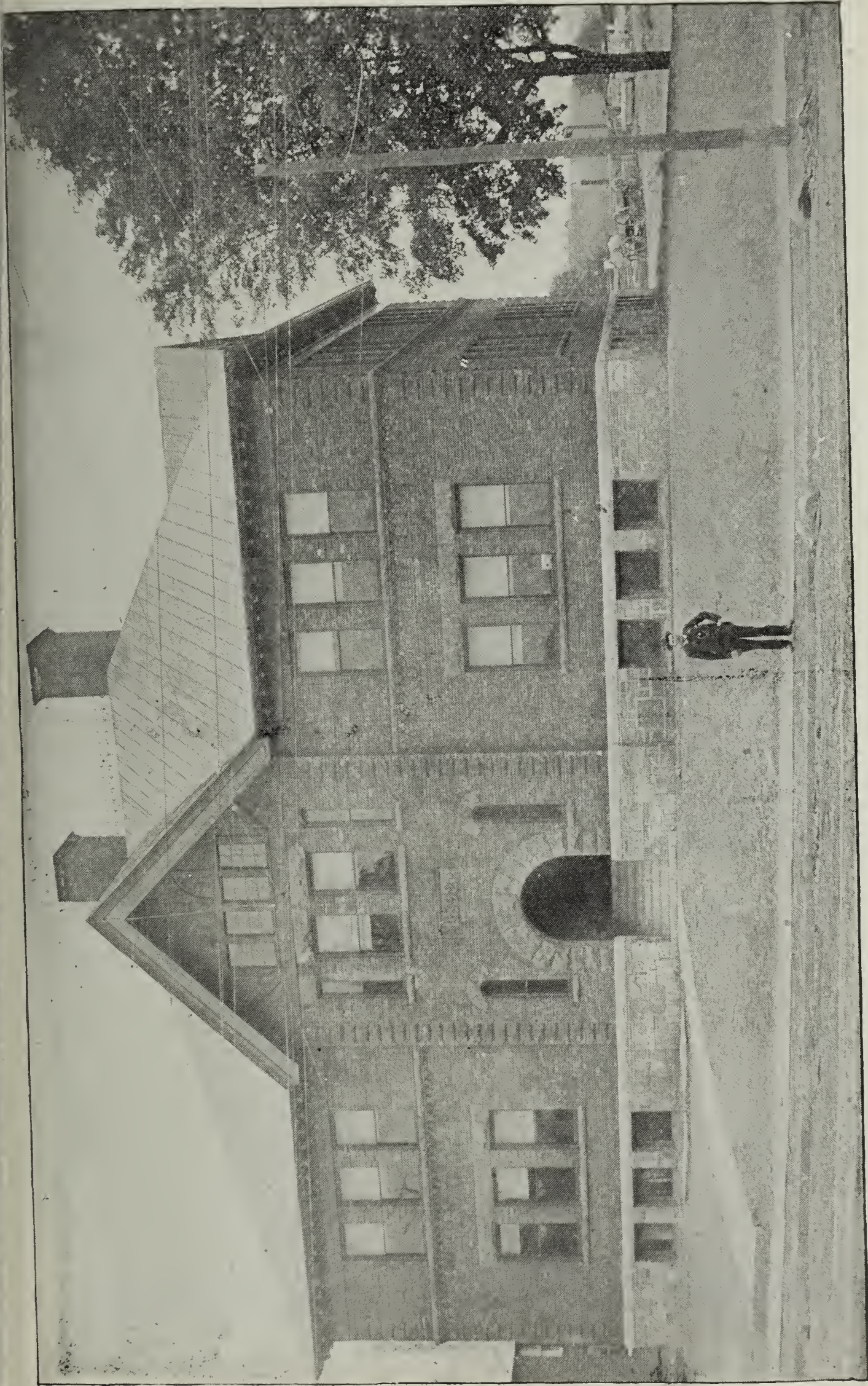




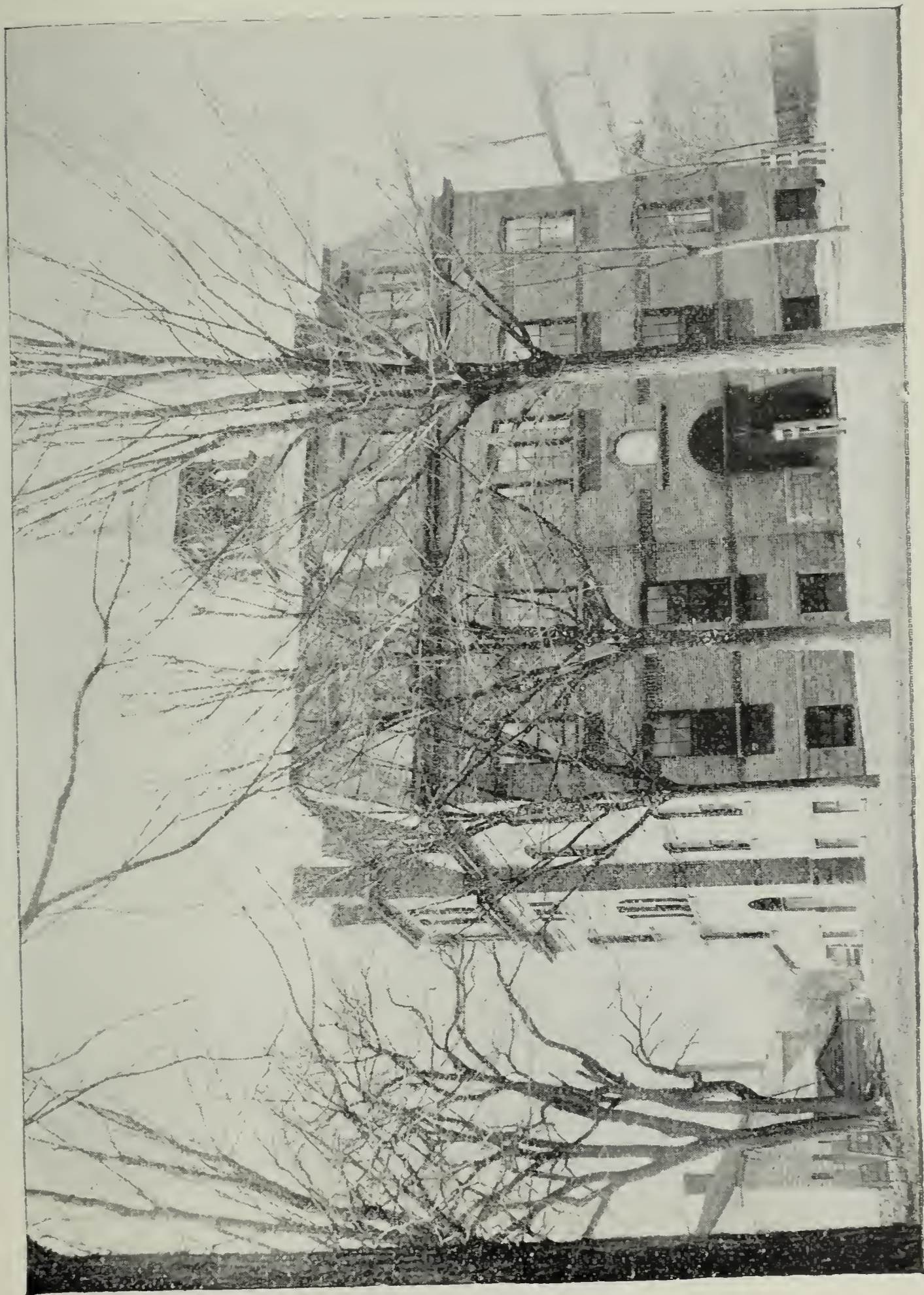
New School Building at Mt. Upton. Chenango County.



Cortland Central School. Erected 1892.



Green Avenue School Building, Gloversville, N. Y. Completed 1893.



Union Free School, Pouda.

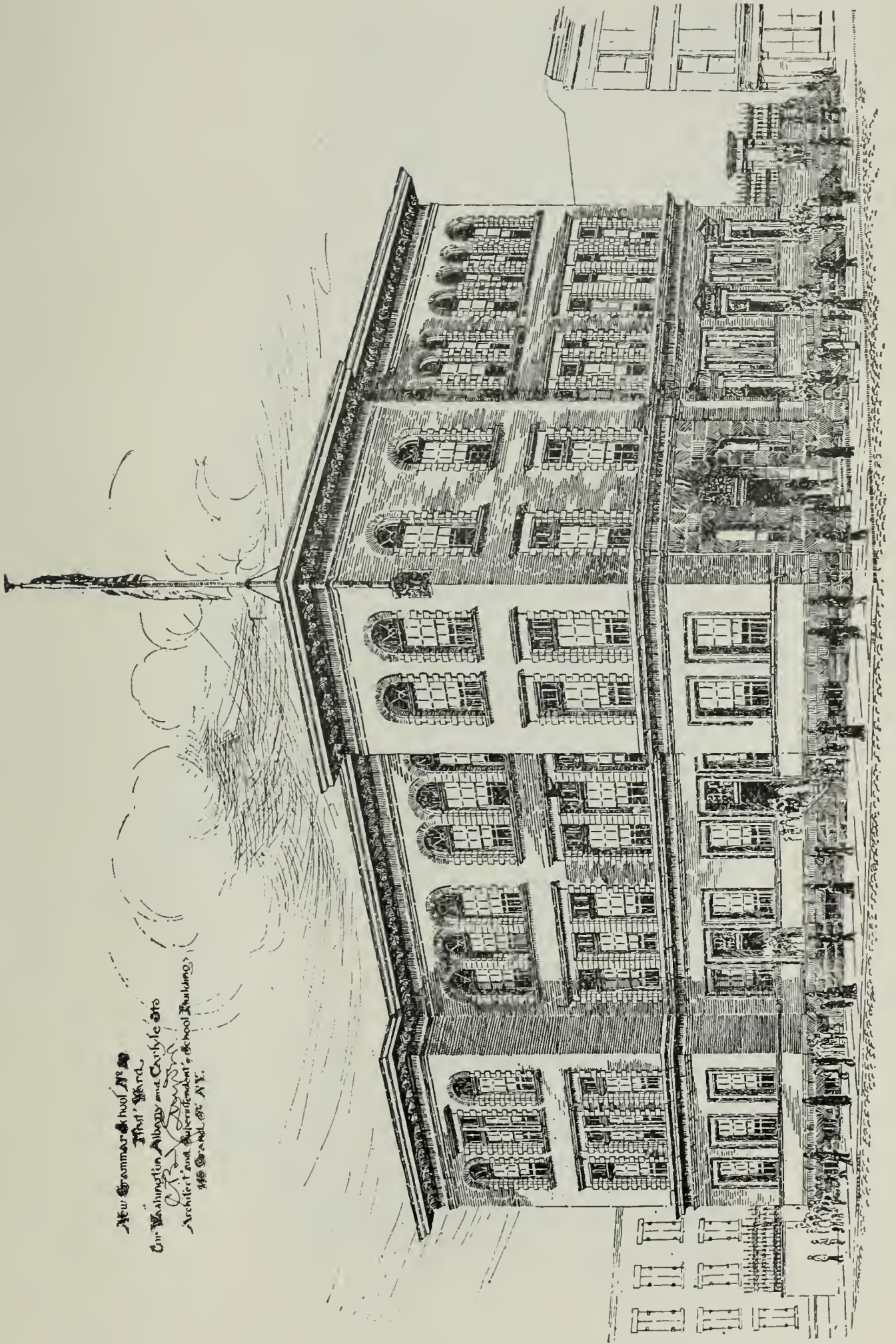


Palatine Bridge Union Free School.



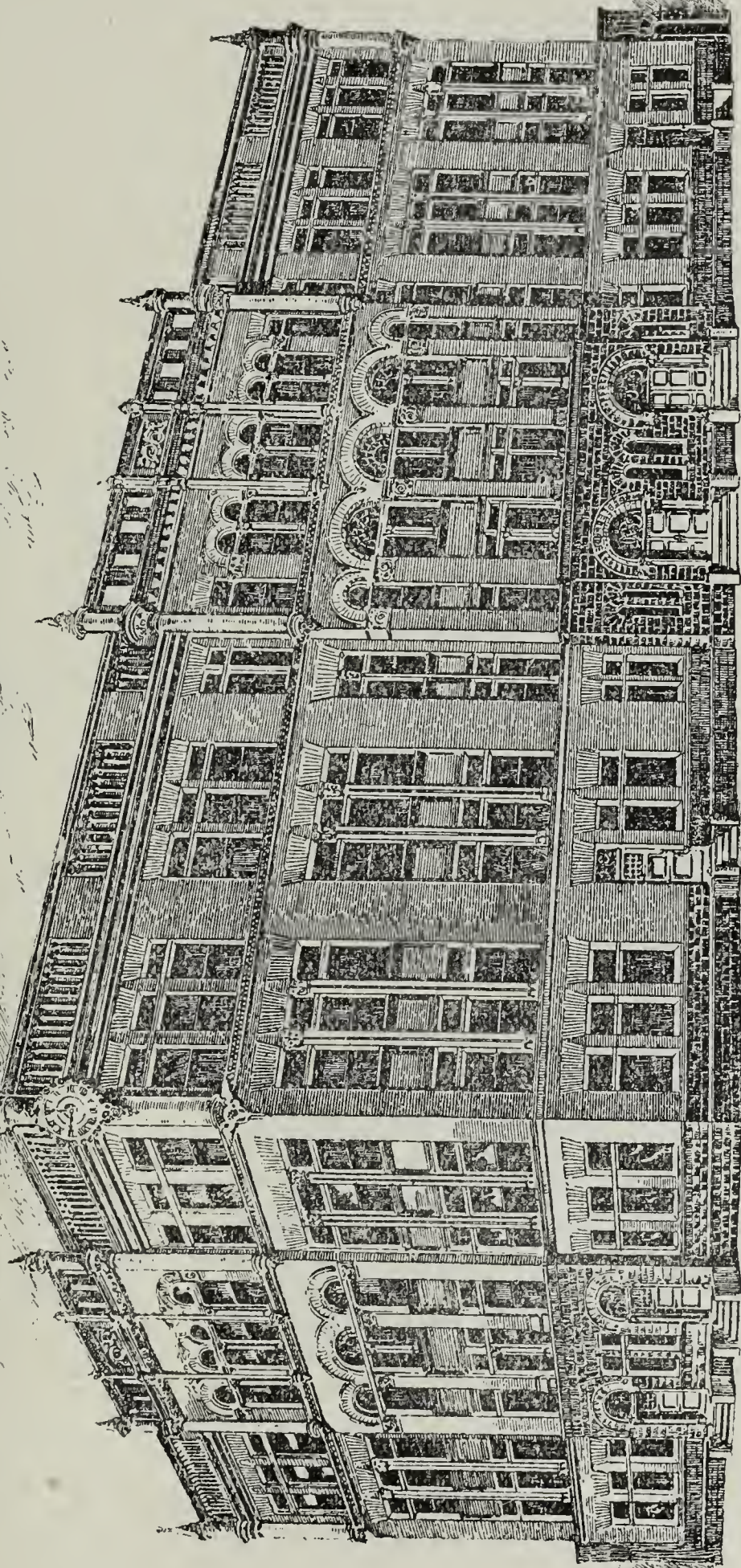
Union Free School, Fultonville.

New Grammar School No. 23
 Third Ward,
 Dr. Washington Albright and Carlisle Otto
 Architects and Superintendant's School Building,
 146 Grand St. N.Y.



New
10th Ward
Grammar School
CORNER
Wester & Chicago Sts N.Y.
C. S. D. W.

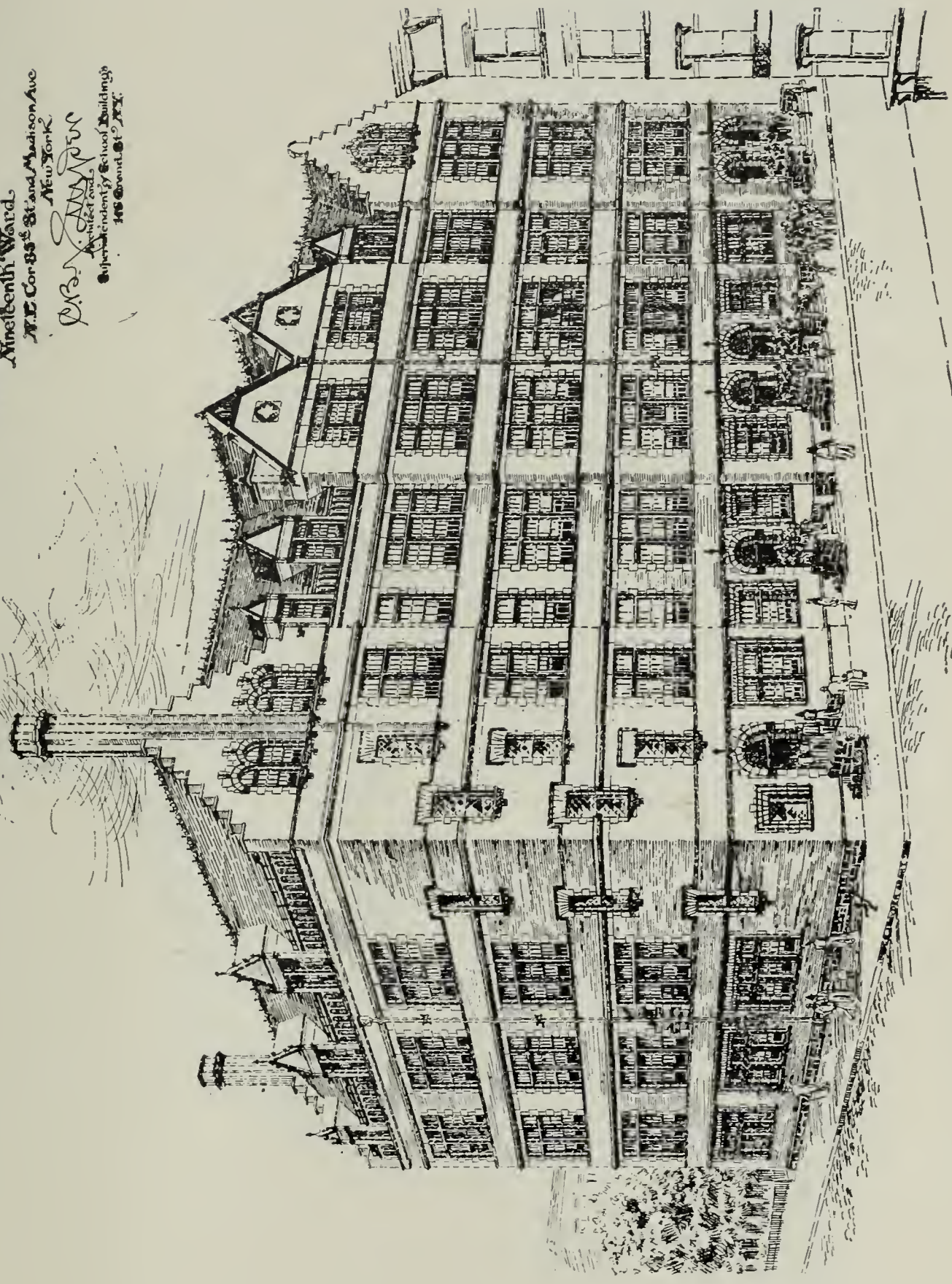
SUBSIDIARY SCHOOL BUILDINGS.



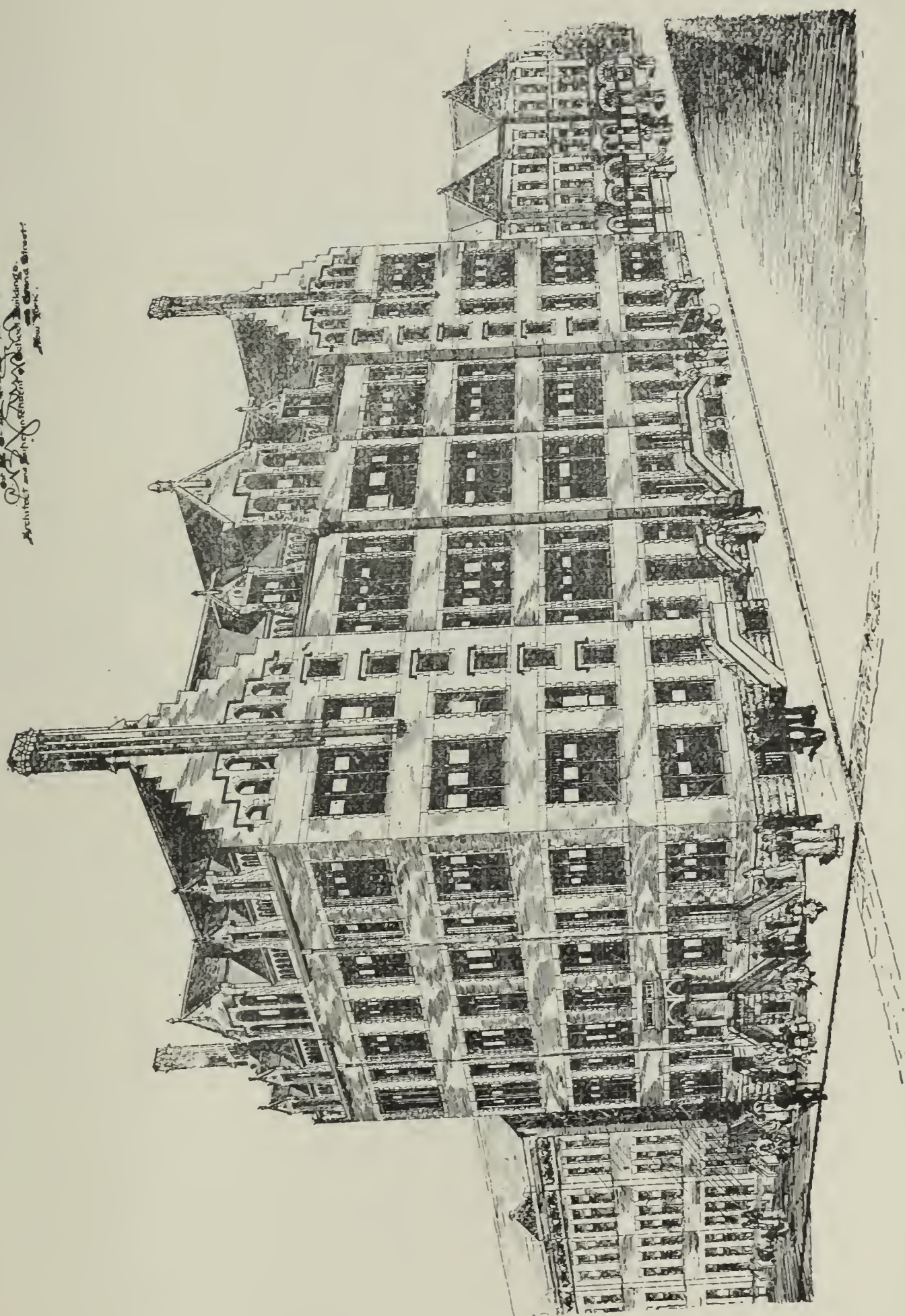
New School Building,
 Nineteenth Ward,
 New York City.
 C. B. Johnson,
 Architect and Superintendent of School Buildings,
 New York City.



New School House
Nineteenth Ward
N.E. Cor 85th St and Madison Ave
New York
D. B. L. L. L. L. L.
Architect and
Superintendent of School Buildings
145 Grand St. N.Y.



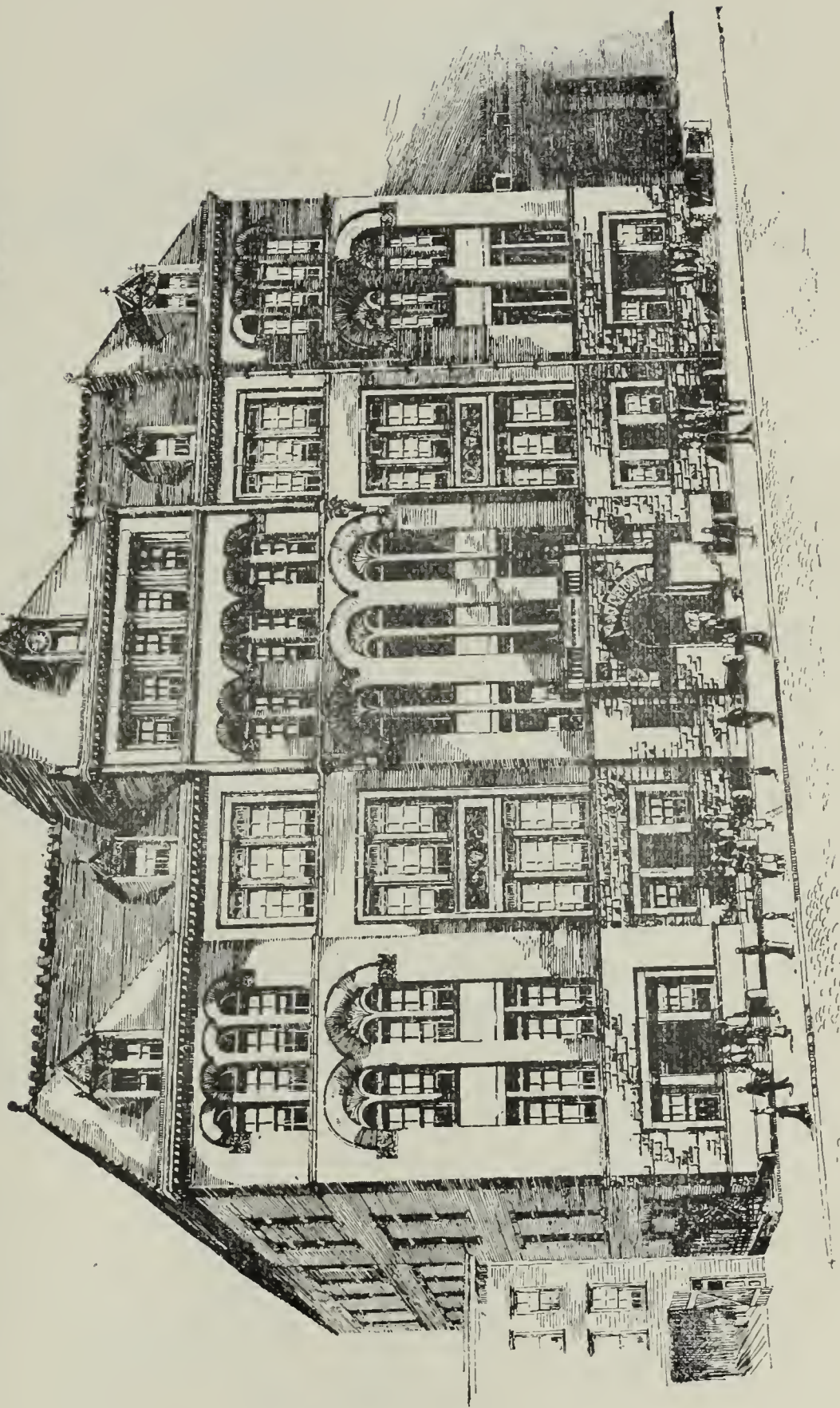
Twenty Second Ward.
New Grammar School Bldg.
at the corner of
Broad and Second Streets.
Architect and Engineer, J. J. Collins Building Co.
New York.



New School House.
Twenty-second Ward,
33 Ely-sixth St. 1895 West 61st Ave.

New York
C. B. Brown

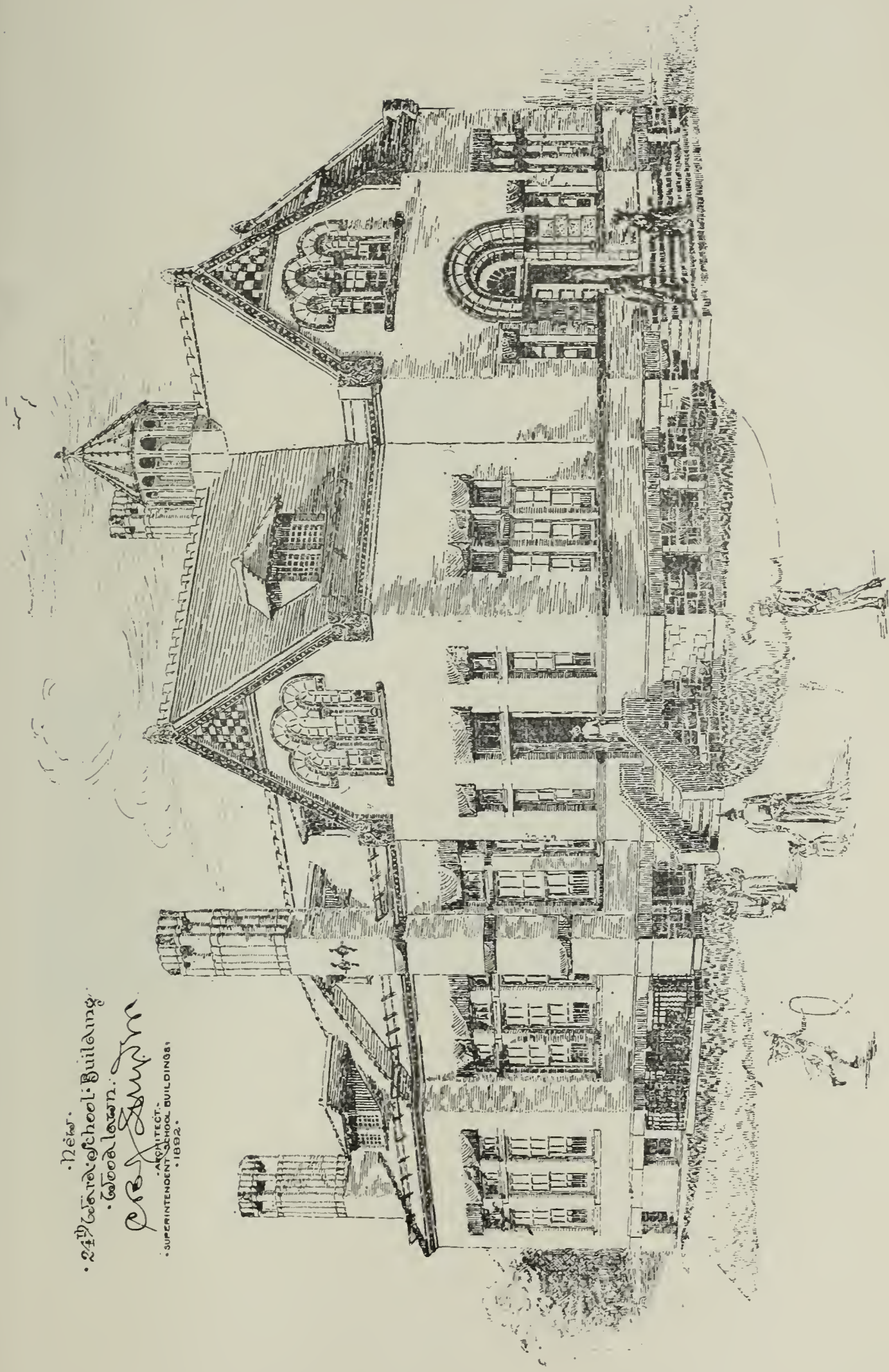
Architect and Superintendent of School Buildings,
100 Grand St. New York.



New.
24th Ward School Building.
Washington.

Prof. G. W. G. G.

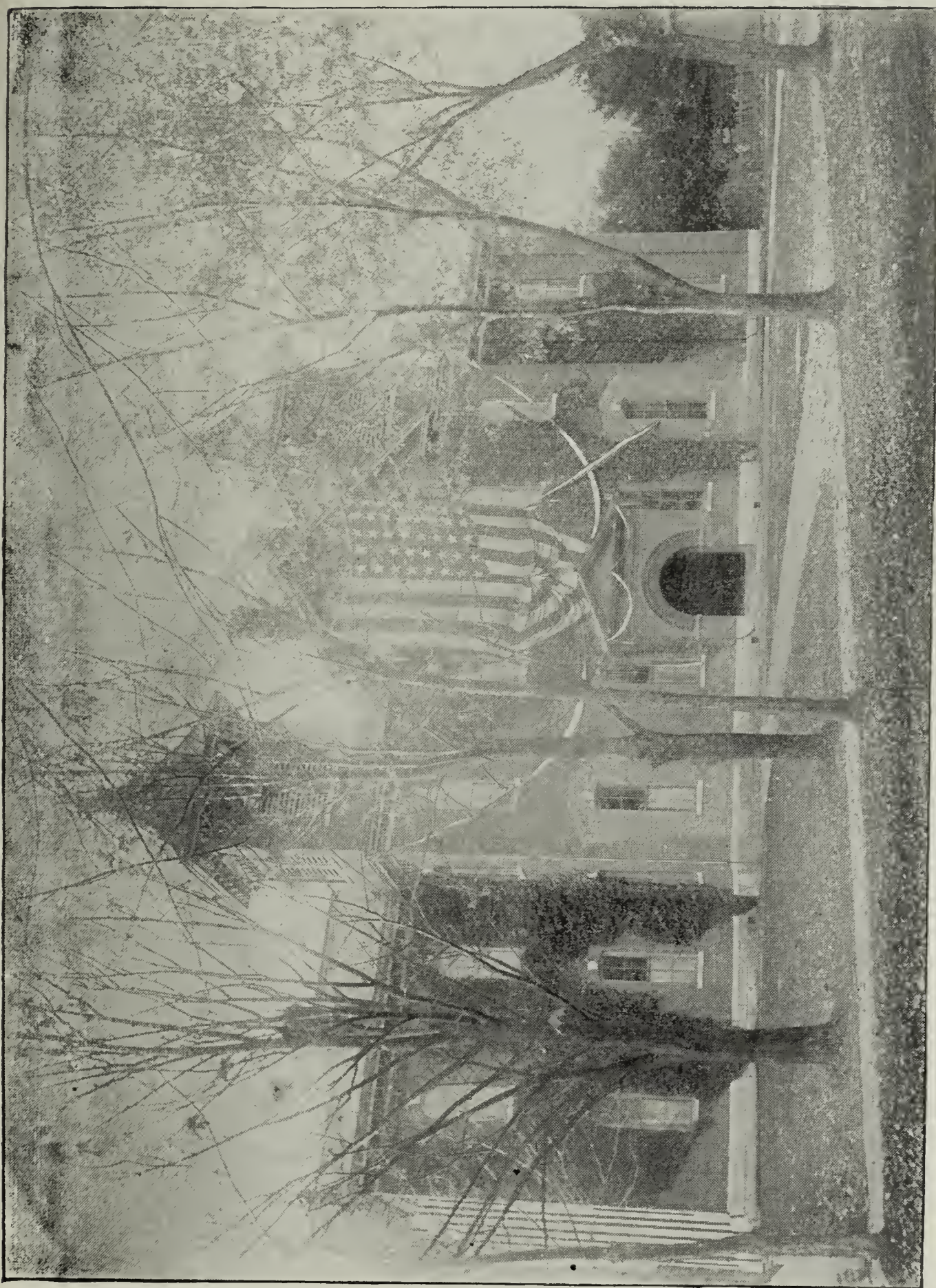
ARCHITECT.
SUPERINTENDENT SCHOOL BUILDINGS,
1892.



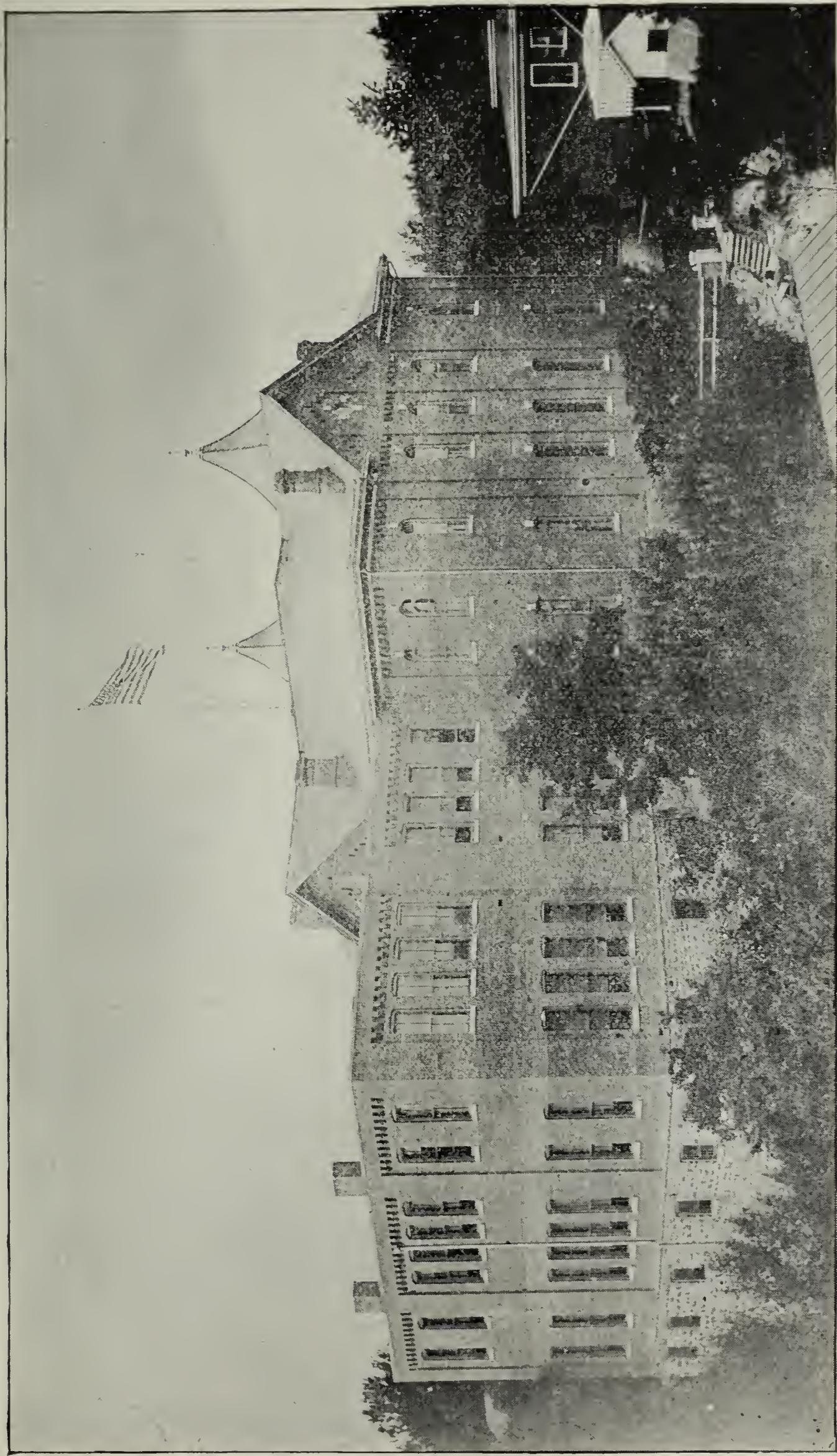
New
Grammar School
corner
Mulberry & Bayard Sts. N.Y.

ARCHITECT
AND
SUPERINTENDANT OF SCHOOL BUILDINGS.





Geneva Classical and Union School, Milton Street. (Front View.)



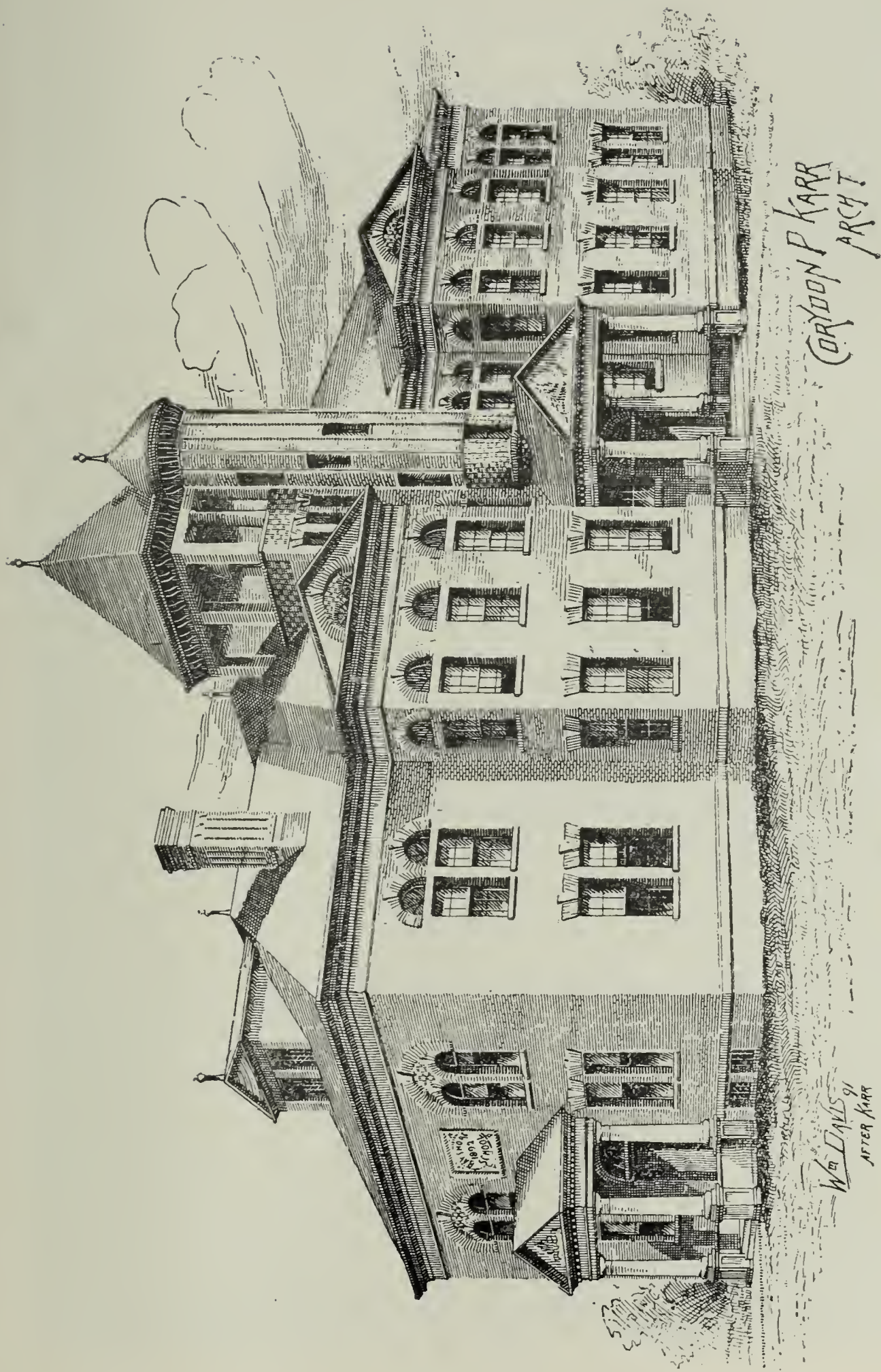
Geneva Classical and Union School, Milton Street. (Rear and East Side View.)



New High School, Woodhaven, L. I.



Mechanicville, Saratoga Co.



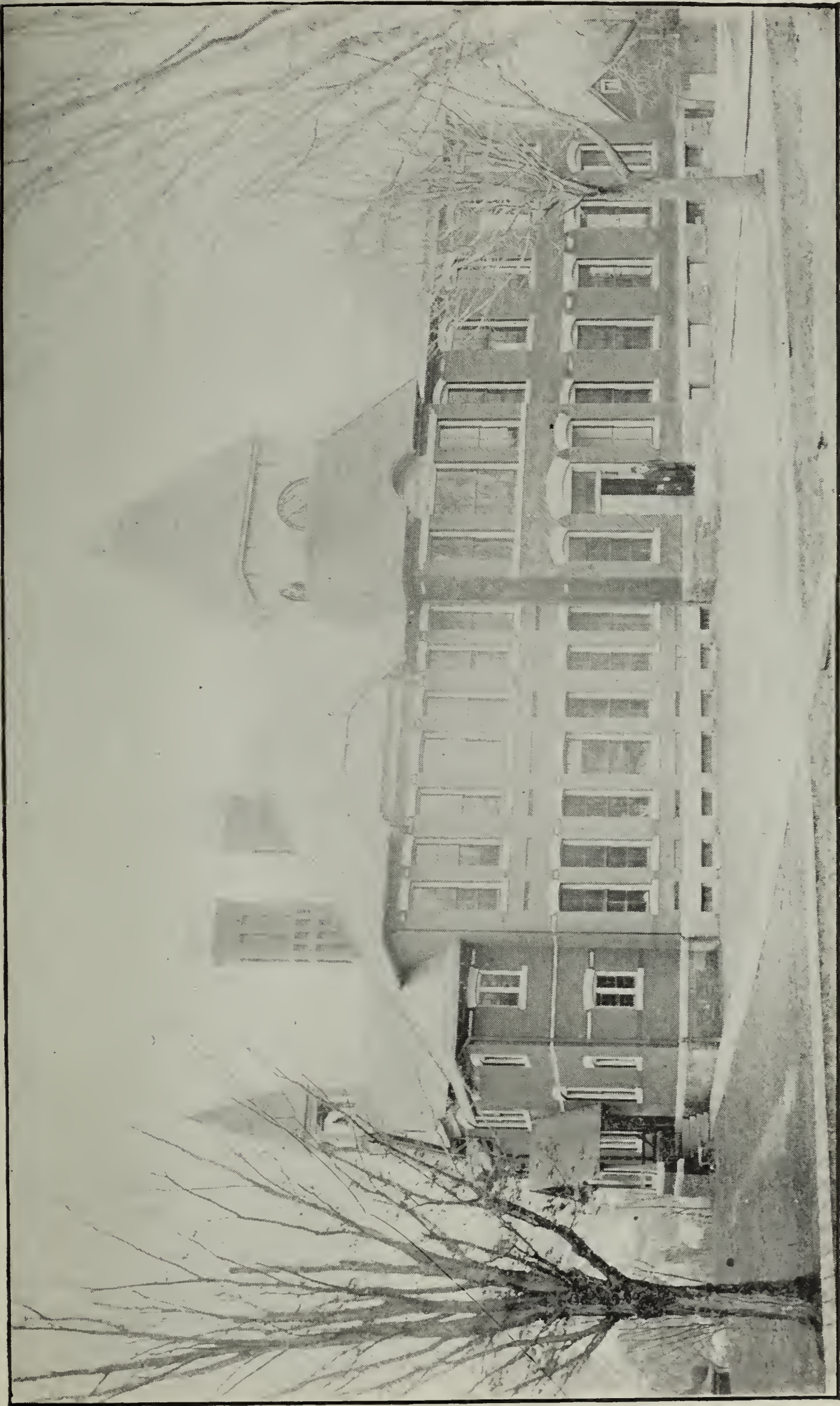
Union Free School, Bay Shore, L. I., District No. 1.



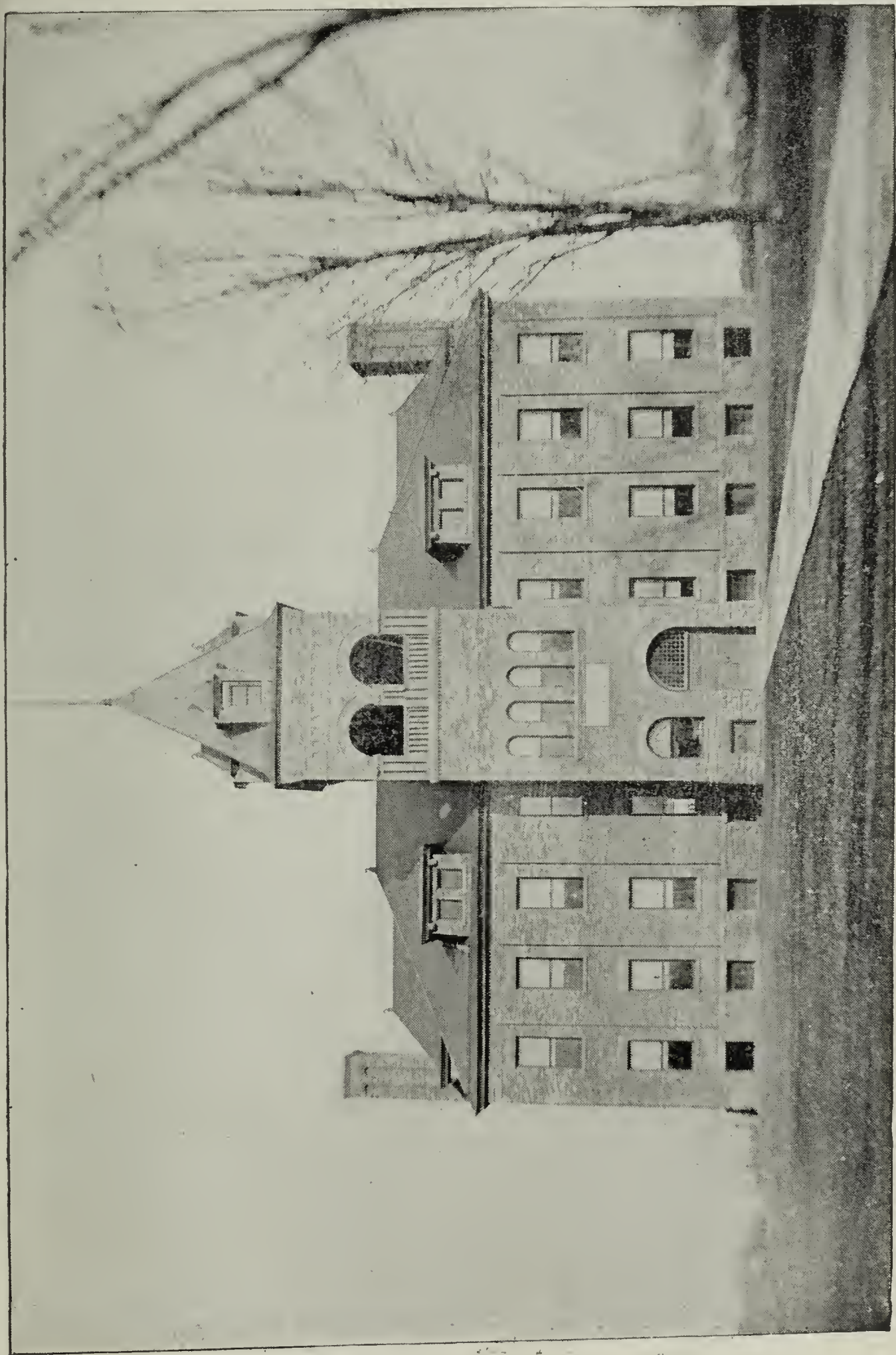
District School No. 1, Town of East Hampton.



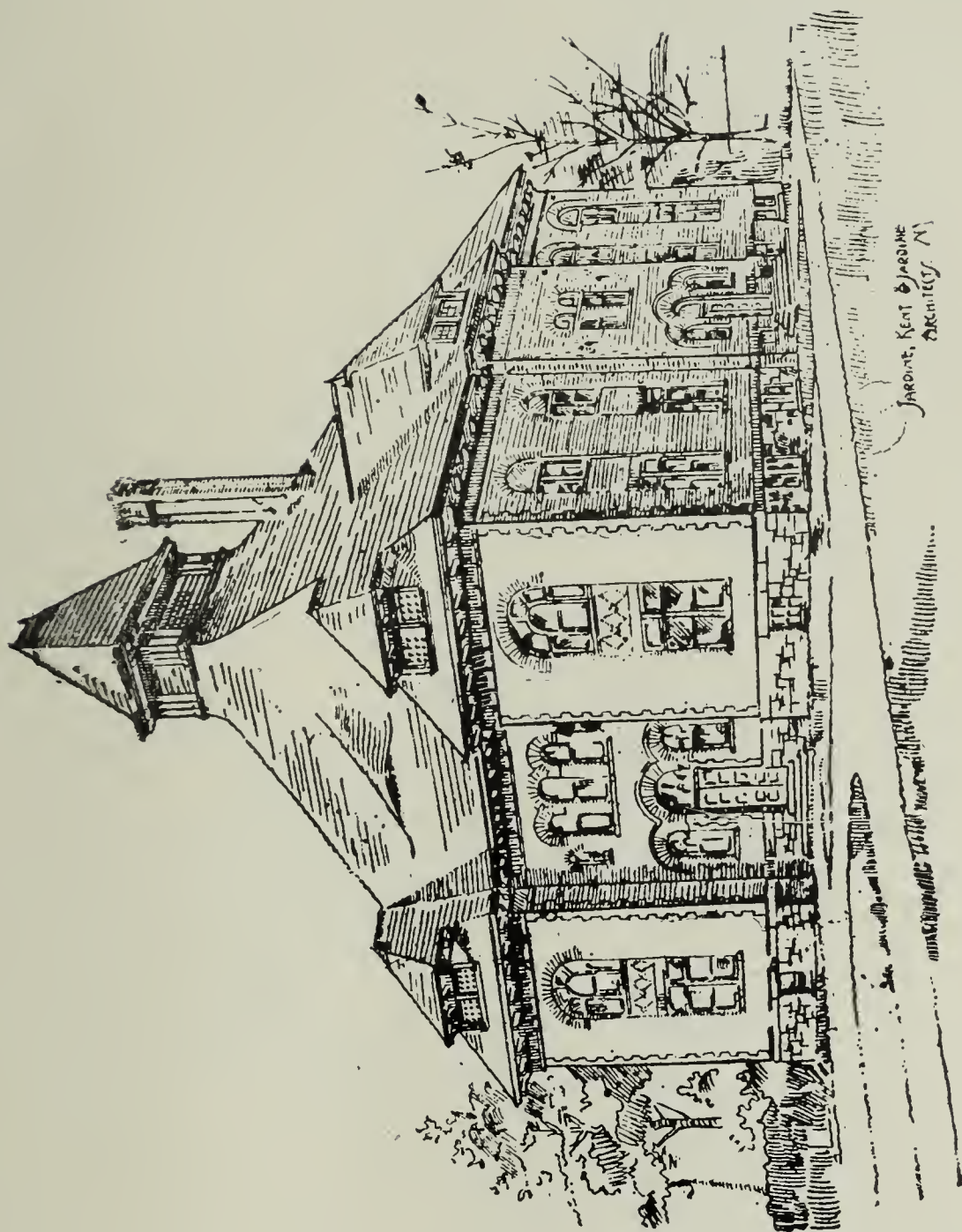
Amagansett, Town of East Hampton. District No. 3.



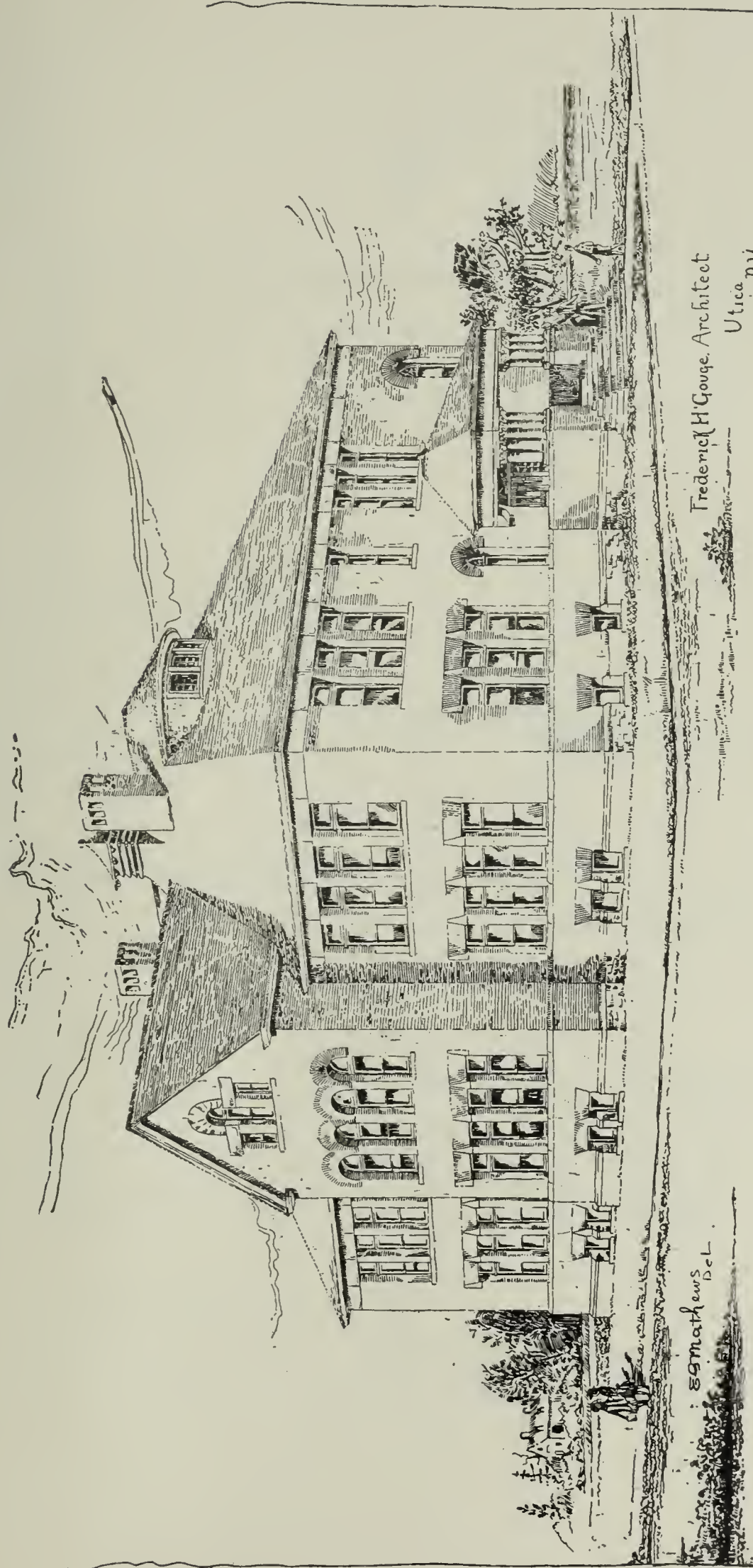
Union School Building Groton, N. Y.



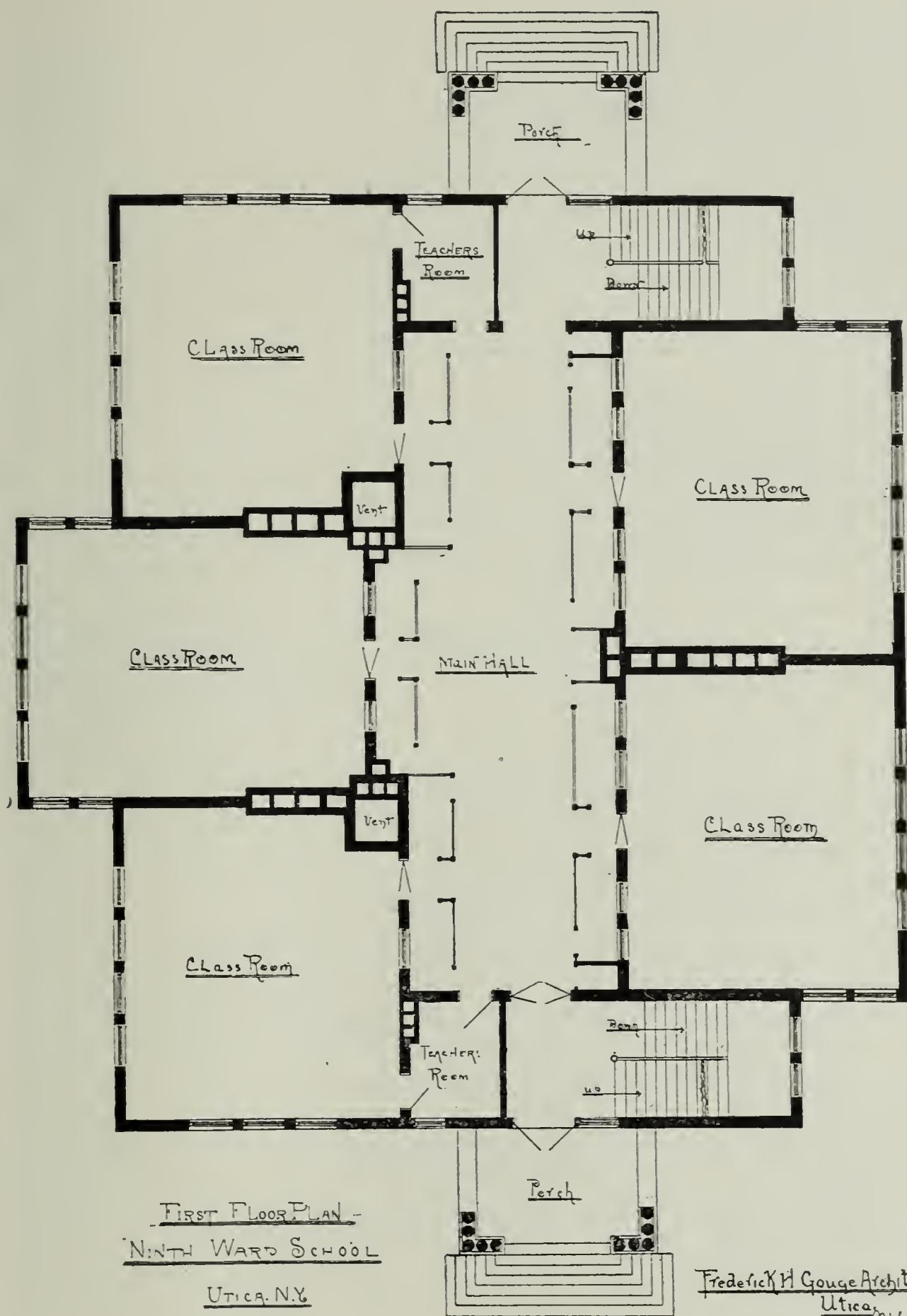
Trumansburg Union School.

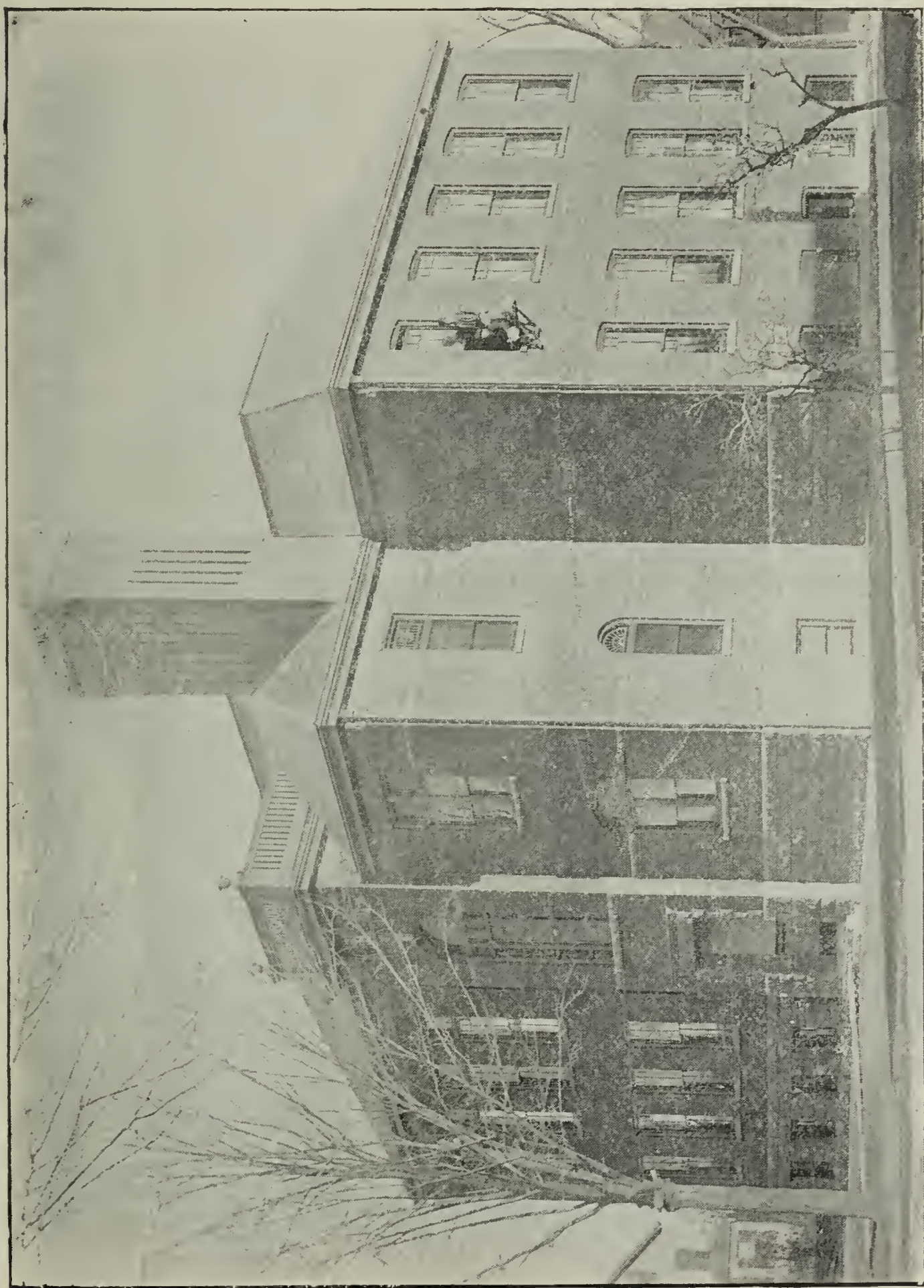


Chester Hill School, Mount Vernon. Erected 1893-4.



Ninth Ward School, Utica, N. Y.





Rye Neck School Building, First District, Westchester County, N. Y.



District No. 5, Town of Gainesville, Wyoming Co., N. Y.

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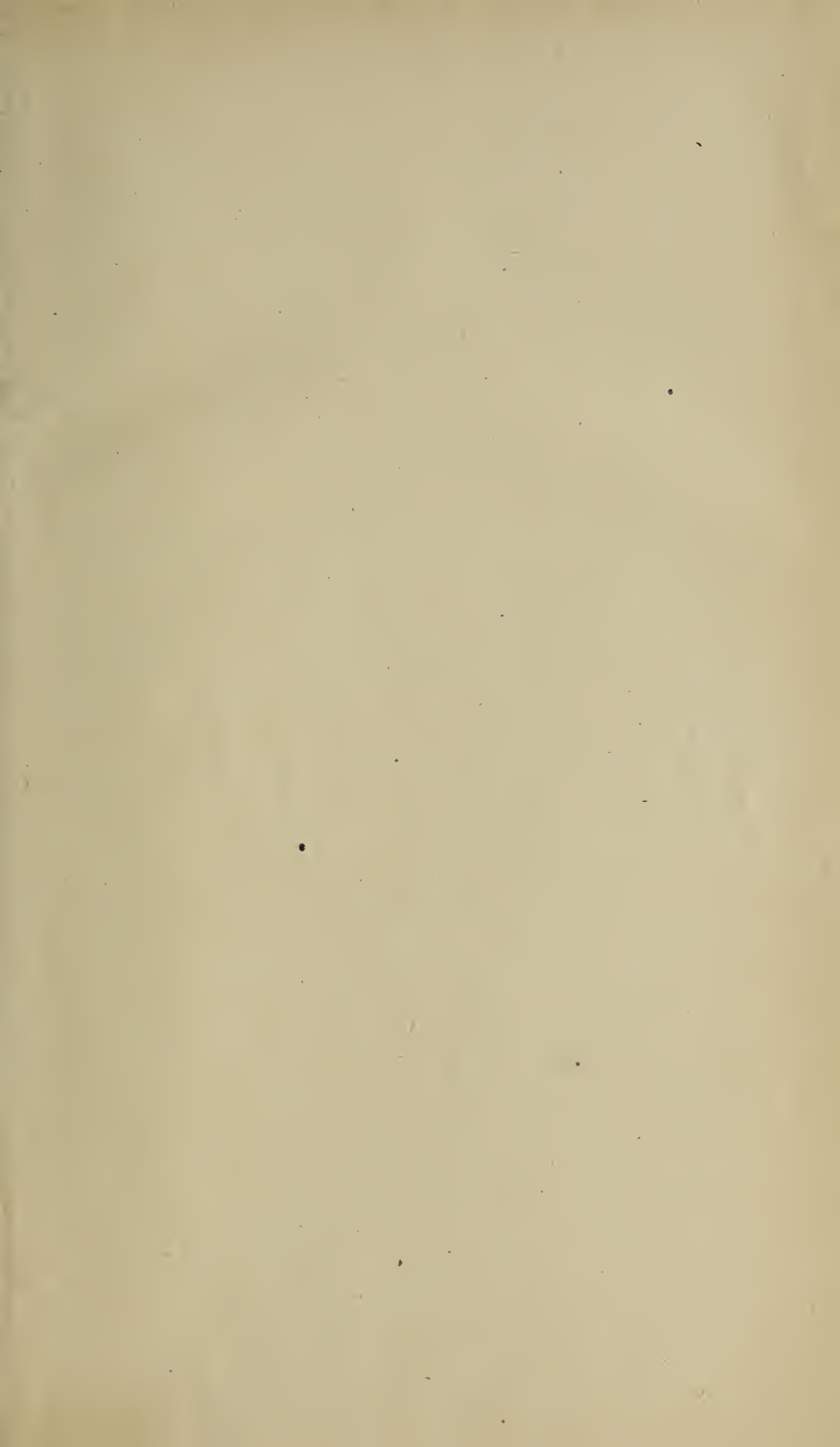
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